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ABSTRACT

"Teachers and students play games quite as much as lovers, diplomats, husbands, and wives. Teachers come to class equipped with 'Threat' cards and students with 'Mischief' and 'Defiance' cards." Exercises in this book can help people, including teachers, students, administrators, and community groups, to overcome their reliance on "game-playing". These exercises, called psycho-social learning experiences, are group activities which generate feelings that are then shared with the group in discussion. One of the authors describes his experience in teaching a course which focused as much on group dynamics as on subject matter. Another author tells about some exercises he used to open up communication in a workshop for teachers. Exercises are listed which focus on the major problems encountered in groups: conflict, problem-solving, leadership, self-concept, and transfer. A glossary of terms and a bibliography, with each selection illustrated by a game presented in it, round out the book. The authors write in the personal, open style they recommend for the reader. (JK)

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GAMES TEACHERS PLAY

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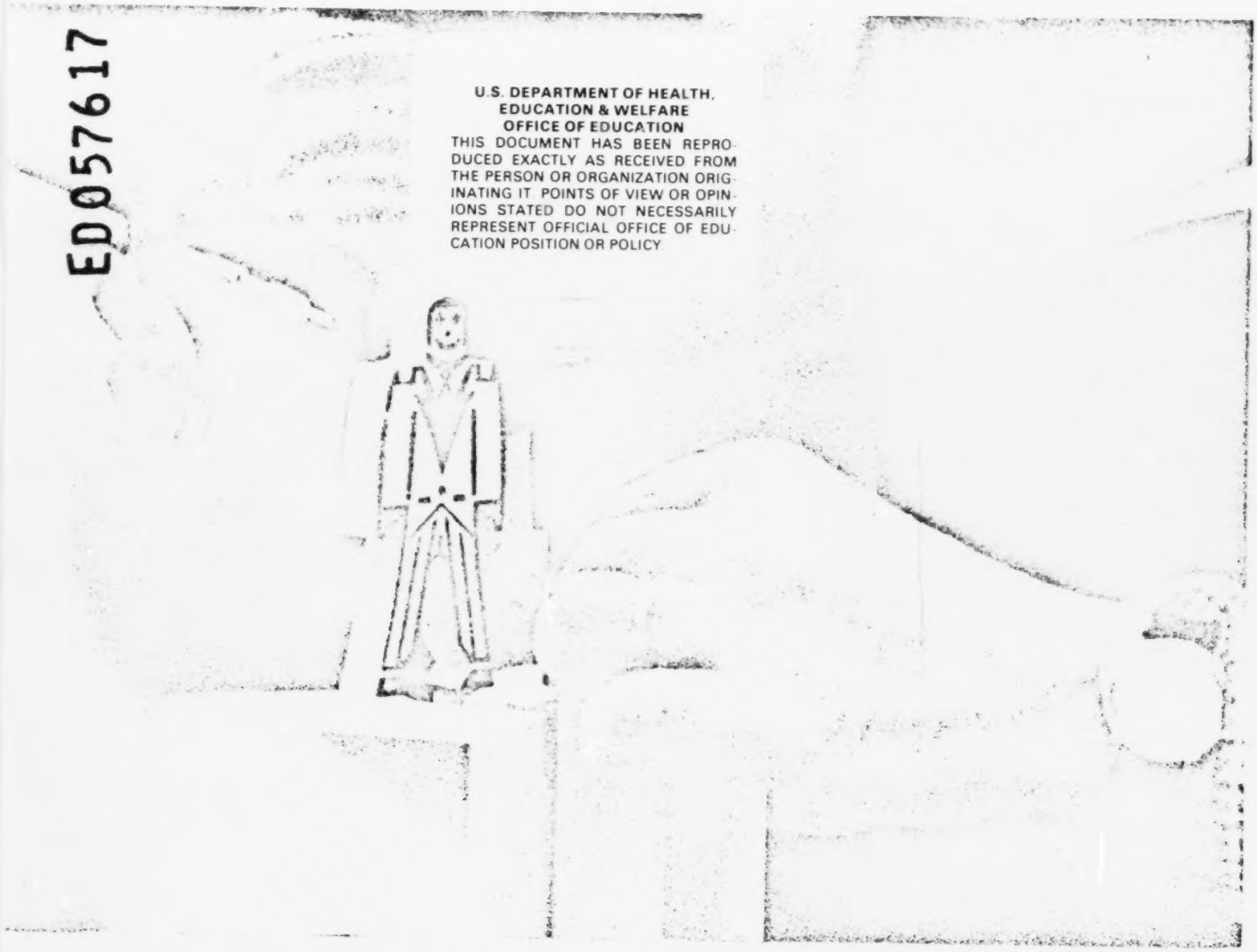

by Fred Stokley and Joel Perlmutter

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INTRODUCTION: A Way of Life

For practically everyone, games are a way of life. At least they're played by everyone known to the authors--including themselves. "Playing Hard to Get," for example, is a game familiar to all boy-chasers and girl-chasers. "Bating the Enemy" is another one, too common to need explaining. There are thousands of variations of "Getting Even," a special favorite among married couples. Sometimes the players of games know exactly what they're doing; more often they resort to games unconsciously. In any case, a game is misleading, intricate, and the motive behind it is disguised under two or three layers of deception.

Teachers and students play games quite as much as lovers, diplomats, husbands and wives. Teachers come toclass equipped with "THREAT" cards and students with "MISCHIEF" and "DEFIANCE" cards. Ordinarily the game takes nine months to play or one school year. Students who use their DEFIANCE cards too recklessly even continue the game for six more weeks of summer school.

People play games because experience has taught them that it's the safest way to express a personal need. It's too risky to deal with that need openly so they go after it behind a smoke screen. At the same time, game-playing is a terribly inefficient way of satisfying a need. It's more risky, but in the long run far more satisfying and effective to address an issue point blank, lay it on the table and deal with it straight out.

Exercises specially designed for the purpose can help people overcome their reliance on game-playing. The authors of this book call such exercises psycho-social learning experiences or PSLE's. The name may sound complicated but in fact PSLE's are simply group activities followed by open group discussion. Individuals in the group DO something together which generates a rich variety of FEELINGS. These feelings are then SHARED with the group and this in turn generates THOUGHT. From this combination of DOING, FEELING AND THINKING, individuals learn about how they and others feel in different social situations.

The exercises described in this book look like games. But they're unlike the games they're designed to combat in three respects. First they have a constructive rather than a destructive social purpose and effect. Second, rather than hiding their true feelings as in natural games, people talk directly and openly about them. Third, PSLE"s are identified as games or exercises from the very start. This in fact, is what allows people to play along. People usually feel released by the structure offered by the rules in games. They have the safety valve of saying "well it was just a game so I played it that way." PSLE's serve as both a constructive outlet for our feelings and a method of learning about ourselves. It may sound strange to create games in order to free people from game-playing, but it's no stranger than the old technique of fighting fire with fire.

bout Us (the Authors)

It was our mutual interest in exercises in human relations that originally brought us together as the co-authors of this book. Fred (Stokley) has hundreds of exercises on file, most of which he has tested himself in workshops for teachers and other professional groups. The other co-author, Joel (Perlmutter) is readily distinguished from Fred by his youth and his beard. Before joining Pilot Communities, Joel had been a co-leader of workshops in interpersonal relations, staff and community development; a psychological consultant to teachers and principals in a large city school system; and an instructor of educational psychology at a New England State College.

We both bring to this book a personal commitment to opening communication between people. We believe it's important to come across to you the reader (as to anyone else) as real personalities rather than as role-players. In fact, stepping out of our functional roles and "being ourselves is a critical part of our antidote against game playing.

That's why we present, on the next page, parallel portraits of ourselves - one written by Sally Dolgin of the Pilot Communities editorial staff, the other written by each of us, the authors.

FRED
AS
VIEWED
BY
SALLY

Fred is an unusal kind of boss. When anyone in the office has a problem, he tries to solve it, either in group meetings or in personal confrontation. The happiness of the members of his office are more important than the task to Fred. He feels, however that a project will be carried out more effectively and with better results if the participants are working together as a team.

This book was a team effort. Role definitions were scrambled as the editor became writer, the writers became editors, the secretary and photographer became editors and illustrators. Fred calmly accepted and encouraged this swirl of efforts and stemmed the tide when things got rough. He never pushes but prefers to listen.

Upon completion of this book, Fred may be a superintendent of schools or a farmer in the country. "We've only just begun", the theme song at his wedding a couple of months ago, reveals his openness to new experiences.

FRED
AS
VIEWED
BY
HIMSELF

School and teaching have been a large part of the past thirty-five years of my life. I've been all over the map teaching at educational institutions, of various descriptions. I've collected several degrees. I've been a high school teacher and principal, graduate student and professor. All this has led me to here and now as Products Director of the Pilot Communities Program at the Educational Development Center.

Like all of us I move between depression and joy, optimism and pessimism. There are times when the pressure gets so bad that lobster fishing and potato farming look great. But usually my bias is positive. I'm hopeful about the future.

I'm hopeful especially about my own personal growth and the personal growth of others. I want schools, teachers and parents to allow kids to grow. Now and in the past my efforts have been directed toward this end. Psycho-social learning experiences are a part of it.

JOEL
AS
VIEWED
BY
SALLY

Every so often Joel brings a jug of cider to the office which we heat up and sprinkle with cinnamon. He lives near a bread factory, so the office is regularly supplied with doughnuts and cookies. Joel feeds us spiritually, too.

He told me he usually had difficulty relating to individuals, even to his close friends but I think he does a much better job at communication than most people. Possibly because he is more sensitive to his own feelings he judges his relationships more critically.

Joel is happiest in groups. We visited a curriculum planning group at a university recently. At the beginning of the meeting Joel and I sat on chairs and the rest of the group gathered around on the floor. Within ten minutes Joel had his shoes off and was sitting on the floor with the others.

He has a fresh, almost naive quality. Most of the authors would hand me rough drafts of their books and then disappear until the rewritten copies were completed. Joel stood eagerly over the typewriter; he couldn't wait to see the typed product. As soon as it was finished, he rushed home to show copies to members of his family.

JOEL
AS
VIEWED
BY
HIMSELF

Although I've studied and practiced community and educational psychology, I've developed a skepticism about the effects of playing professional roles. I believe strongly that I, and many other professionals, have been trained in disfunctional behaviors creating distance between people we work with.

Often we depend on crutches which we've acquired to help deal with our own anxiety and insecurity.

I am most importantly a person with feelings and a deep concern for being real and authentic to myself and others. Although I don't always achieve my goals, I keep trying and improving. I enjoy organic gardening, carpentry, and other material and creative activities as a break from the intensity ofmy work in interpersonal relations with individuals and groups.

About You (the Reader)

We think this book unusual for many reasons, but mostly because it asks for an interaction of sorts between us the authors and you, the reader. It inv tes you to try out new approaches to human relations in an unstructured way. We care what you think about this book and what we've done so please let us know your reactions by writing:

Educational Development Center
Newton, Massachusetts

or calling collect: (617) 969-7100.

About the Book

There are five parts of this book, all of them important from our standpoint but only two of which you need to read in full in order to grasp our major point. Part I, "NEW TEACHER IN THE CLASSROOM" tells what Joel experienced when he tried in the first course he ever taught, to open communication between teacher and students. Part II, "OLD TEACHER OUTSIDE THE CLASSROMM" tells how Fred opened up communications using exercises or PSLE's in a workshop for teachers. The other three parts - US, THEM, YOU, ME (a collection of exercises); GLOSSARY OF TERMS (in the form of a mid-term

examination) and BIBLIOGRAPHY OF EXERCISES (an extravagantly illustrated collection of books) should also help you understand what we mean by "open communication". But they were written more for browsing than for reading. Glance through them; sample them. Read our introductions to them and see if you want to read further.

But Parts I and II are narratives for reading and we encourage you to look to them for both pleasure and instruction.

We'll be pleased if from the book as a whole you see how the games (PSLE's) described here can help teachers learn and grow. We're convinced that they can and do. It's the burden of this book to prove their usefulness and relevance to the classroom and to you.

PART I

EW TEACHER IN THE CLASSROOM

by Joel Perlmutter

I was twenty-seven years old and scared to death. It was my first day as a teacher and, though I knew how instructors in college were expected to act, I was determined to act very differently.

Now almost a year later, I want to describe honestly and thoroughly, what happened to me in my first class as my students and I struggled to work out new and untested procedures for learning. As I write, I'll share with you my anxieties and fantasies and personal feelings not so that you may label me some sort of deviant and then ignore me. I just think you can more easily identify with a writer who shares a part of himself.

Besides, the whole point of writing this essay is to show how the humanistic principles taught and practiced by some group leaders and many others can be applied to the classroom. Before teaching my first class, I had gone through innumerable training experiences and learned the value of shared feelings and open and honest communication. I wanted my teaching to be true to feelings and attitudes nurtured in group encounters. In other words, as a teacher I wanted to act like a real person, not just a role-player.

My description of my daytime classes–to represent the experience faithfully - must also be as open and honest as I can make it.

PREPARATION OF A FRIGHTENED TEACHER

My story begins in the summer of 1970, when a state college in New England hired me to teach a summer course in educational psychology. The description of the course in the college catalogue did not give the slightest clue that I was planning anything unusual:

7080 Educational Psychology (ED 321) 3 Sem. Hrs.

This will be a general course in educational psychology in which emphasis will be placed on the practical application of psychological principles to classroom situations and problems. Attention will be given to (1) the teacher's understanding of the ways in which levels of development influence teaching and (2) those elements that enter into effective teaching and learning.

But the students who signed up for this course were in for a big surprise. I didn't want to teach a standard course in the standard way because I remembered all too well what it felt like to sit in a classroom completely dominated by the teacher.

As a rule, I didn't like the teachers in my life. So many of them had talked down at me, played the expert, ignored my own interests and opinions. Both at home and at school, I was a young rebel. I hated to be told what to do and when to do it. I contin-

ued my rebellion all the way through graduate school, protesting with gritted teeth the university's smug refusal to hear and deal with student feelings and opinions.

I must concede one thing, however. There were a few teachers in my life who were good, even inspiring. They were the ones who were themselves honestly revealing their weaknesses as well as their strengths. The teachers I remember best encouraged students to check them whenever they seemed hyper-critical or domineering. Even if we didn't check them hard and often, the invitation was an important recognition that teachers, too, are fallable and students can help them.

These rare teachers who occasionally stepped from their pedestals to listen to students presented me with a model for my ideas about teaching, and more importantly, learning.

It worried me to think that I might not be able to perform up to my image of the ideal teacher. And as my anxiety about my first day of teaching mounted, the hated methods of lectures, assigned readings, term papers, and tests looked more and more tempting. In these things, I thought, there existed a certain protection against the possibility of my complete failure. For suppose the students didn't like me or my course. What then? If they didn't appreciate me, I could easily see myself labeling them as stupid, narrow-minded or even lower-class. Because of my fear I realized I was only a step away from playing the role of expert, lecturer and the bastard who holds the grade book as a whip and threat.

The time for decision came in July, 1970, at the beginning of the state college's summer session. My job was to teach a three-credit, six-week course in Educational Psychology to two classes--one in the daytime and one at night. Most of my students were either experienced teachers or future teachers. Teaching the course the standard way by lecturing on a series of topics would be easier. Everyone expects a college instructor to do that. It would be hard for me however, since I don't like to lecture for more than fifteen minutes. I would be more comfortable running a more participatory class and acting as a facilitator. I decided to do that and to cover myself by having assigned readings in a textbook as well as Alfred Gorman's Teachers and Learners: The Interactive Process of Education. I had these things as crutches to show I had done my homework and to respond to accusations of irresponsibility.

How vividly I can remember what I did and felt on that first day of teaching. I wore my flashy wide tie to show how cool I was. I drove up to the campus policeman and announced with both pride and discomfort that I was an instructor. I passed a group of attractive coeds and recalled how the college girls in my day swooned over some of their male teachers. Would I have some of these luscious chicks in my class staring into my eyes while I talked?

I made it to the office to pick up my official papers and instructions. I nervously observed the other teachers check in and did mental gyrations comparing myself to how they appeared.

It was time to go to class. I walked down the hall to the door and kept walking, stretching my neck to see everything inside. I had been assigned to a large lecture hall. It was like an ampitheater where the chairs looked down on a blackboard and desk where I was supposed to stand. There were only twenty students inside and I expected at least thirty so I stayed out in the hall trying to look casual. I was actually avoiding the discomfort of standing in front of all those students waiting to start.

I had my supply of life savers and gum in case my throat dried out and had been to the water fountain three times already. I decided to buy an orange drink to bring into class with me for something else to clutch for security. People had stopped coming into the room. The time had come. It was now or never. Clutching my briefcase and orange drink, I walked in, put my things on the desk, opened my briefcase, and nervously spread out an assortment of crutches--detailed notes, books, assignments, and course outline. Although I had nervously looked up a few times while going through all my motions, I was done playing with my props for now and had to face all those students. I came around the front of the table on which I had spread my things out and jumped up to sit on the table. I had always felt more comfortable with my teachers who did that, and discovered it's an effective way of covering up unsteady legs. You can even swing your legs and cross them to deal with some of the tension.

Looking up and around at the class there were some smiling faces which were a comfort to me. Many others were flipping pages in their books or getting their new notebooks out and ready to take dictation. Some were talking with those near them.

I gulped, cleared my throat a few times as I do when I'm nervous and began.

FIRST DAY

I started the only way I knew how to when I'm scared. I told the students about myself. I felt that I was a rebel, I told them, and I preferred to be called Joel. Then I asked them some rather straight-forward, factual questions about themselves. How many had taught before? How many were freshmen, sophomores, etc. How many were married? The last question was significant. Through it, I established my own identity as a married man and hopefully dispelled some of the fantasies of those females who, I was sure, had designs on me. (In retrospect, I see that I was also projecting my own fantasies onto them.)

My legs dangled easy and loose below me and the table I sat on. I felt strong enough now to inform the class of my intentions for the URE* course and share with them my personal experiences and feelings about learning. I stressed my belief that each of us share responsibility

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*The underlined terms in the margin are elaborated on in Part IV: A GLOSSARY OF TERMS or STEVE'S MID-TERM EXAM.

for our own learnings and if we don't learn what we want to learn, then we together are to blame--not just me, the teacher. The classroom, I said, could be our safe learning laboratory where we all could share in suggesting and trying out new procedures and evaluating together our reactions. I stressed that this was a collaborative adventure, calling for individual initiative.

SHARE RESPONSIBILITY

The course requirements, I told them, would be flexible, but I did expect them to work. Gorman's book, Teachers and Learners, was to be regarded as a manual which I hoped we would use during the rest of the course. It could help us focus on what was happening between us in our own class (the process). I didn't want them to memorize insignificant points but to apply the readings to ourselves in our own class in a meaningful and creative way.

PROCESS

I wanted them to come to class regularly, so they could participate in class discussion but I wasn't going to take attendance after the tenth day (as required). As for tests, I hoped they would evaluate themselves and each other. The school unfortunately required that I give a written and a final exam, but I hoped to make both relevant to their needs as well as to mine and the school's. If the school also required a term paper, I planned to allow substitution of a project like tutoring or observing children or class presentation.

I thought at the time I had presented my initial expectations clearly and had offered students a chance to disagree and to negotiate a more acceptable agreement or contract with me. I was to find out two weeks later that I had been playing some games with them and created more ambiguity by remaining flexible than many could tolerate

CONTRACT

in what was for them a strange new experience. I was naive to think that their conditioned fears of teachers over years of schooling would be overcome by my being a nice guy during the first class. They had been misled and fooled before when a teacher's actions differed from his words.

I found it was more difficult for many of my students to give up their ingrained distrust of me in the role of their teacher than for me to identify and share with them. I was only a student in graduate school but even so, none of them had taught at the college level.

My speech over, I sought to involve them right away so they'd believe me when I said I was interested in their feelings and concerns.

.INTANCE

I proposed an exercise "to learn if and how we differed in our experiences and preferences and to use this sharing as a means to begin to get to know each other." Each student was to think about and answer the following questions:

:CIATIONS & 'TMENTS

1. What do you appreciate and what do you resent about your education to this point-- (What turned you on and what turned you off?)

'IONS or

2. What functions or roles were played by the teacher in your ideal learning experience(s) and where did they occur? In a group? In a class?

'SOPHY

3. How do these "ideal" experiences relate to the formulation of your own philosophy of teaching?

As they and I shared our responses, I listed them on the blackboard. Many were surprised to discover that the most exciting learning

experiences often occurred without any teacher present. Others remembered learning over coffee, from lectures, books or real life experiences. As usual, I asked too many questions at once.

That was the end of my first day as a teacher. I left the room feeling quite pleased. The students and I had begun to become acquainted, to review and share our expectations, experiences, and biases. Even though it was on a somewhat superficial level, we were as honest as we could be with each other for now.

We had shared in compiling a list of personal experiences to demonstrate that we all learn differently and that flexibility (better known as individualization) in both teaching and learning styles is essential to any effective classroom whether we call it open, or closed or label it any other way. I had acted the part of my model teacher--friendly, approachable. My fear of being trapped into the traditional roles of administrator, task master, and policeman largely evaporated for now. I was teaching my first course in my own way and it felt so good that I couldn't even remember the name of the girl with that lovely smile which turned me on.

STUDENT'S DIARY WITH TEACHER COMMENTARY

One woman kept a diary about her experiences in my course. I'll quote from it regularly as a way for the reader to keep me honest.* I'm grateful to Aurelie Sousa for these notes which helped me recall many of the events I would have forgotten.

Monday, July 6

In the lecture hall. Joel told us this was his first class, that he wanted to be called by his first name and other information about himself. He asked for class involvement in discussion of what makes a good learning situation. Some people participated in discussion.

Tuesday, July 7

Fishbowl experiment with two observing groups. Fishbowl group effectively ignored the task which was to discuss goals for class learning. This went on until the last five minutes when Kathy asked how any of this discussion would be useful. "They told me we would cover certain material in Ed. Psych. and we aren't dealing with it at all." This broke deadlock. The people in the fishbowl became better known to group as a whole.

Ordinarily, in the procedure group leaders call the "fishbowl" one group of people sit in a circle (fishbowl) in the center of the room while another group sits all around them and observes. Unfortunately, since my class met in a lecture hall, those being observed had to sit in front and face the rest of the class. One row of the class was supposed to listen for what was said, the

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*What Aurelie and I describe is obviously limited by our perceptions and biases. You may want to note in the margin where these show through.

content. The rest observed the process, or how people talked to each other and interacted. To the observers assigned to watch for process I handed out this guide sheet:

PROCESS OBSERVERS

THINGS TO LOOK FOR:

PARTICIPATION:	1. Did all have opportunities to participate? 2. Were some excluded? 3. Was an effort made to draw people out? 4. Did a few dominate?
LEADERSHIP:	1. Did a leader, as such, emerge? 2. Was a leader designated? 3. Was leadership shared? 4. Was there any structuring of the group?
ROLES:	1. Who initiated ideas? 2. Were they supported and by whom? 3. Did anyone block? 4. Who helped push for decisions?
DECISION-MAKING:	1. Did group get a lot of ideas suggested before beginning to decide, or did it begin deciding on only a single idea? 2. Did everyong agree to the decisions made? 3. Who helped influence decisions of others?
COMMUNICATION:	1. Did people feel free to talk? 2. Was there any interrupting or cutting people off? 3. Did people listen to others? 4. Was there clarification of points made?
SENSITIVITY:	1. Were members sensitive to the needs and concerns of each other?

I asked the people in the fishbowl to ignore the observing group, but it took some time before they acted naturally and were unconscious of their audience. Toward the end of the discussion Kathy protested the entire procedure. This was a critical incident. It freed up the whole class to express more positive and negative feelings. I supported Kathy 's statement after this exercise since I was a silent observer during it. I showed that I encouraged and trusted negative comments even more than positive ones this early in the course. As always there were the blind and faithful supporters of the methods I had suggested. Although it felt good to hear their support, I knew they couldn't be very discriminating, since I hadn't really given them enough description of what we'd be doing for anyone to buy it wholeheartedly yet.

The usual procedure is for the process and content observers to feedback their observations to the center group, telling what they saw in a non-evaluative way. But there wasn't much time for this. The eighty-five minute class had come to its end quickly.

CK

Wednesday, July 8

Evaluate yesterday. Joel asked for volunteers for new fishbowl. Not many people volunteered. Those who did became better known to group. Tom made some remarks which seem to indicate he has insights into group process. Several people voiced their feelings at being at a loss.

It was difficult for me after asking for volunteers not to have anyone respond. What does a "democratic" teacher do? I clutched

and persisted rather than doing what would have been more useful, opened up a discussion of students' reasons for hesitating. Maybe Kathy's anger yesterday had scared them. Some may have been shy. The topic I suggested for discussion may have been unclear or irrelevant to them.

At the end of class I announced that I had arranged for us to meet in what I thought was a nicer room in a new building. Before ending in the old room, I asked the class to take out a piece of paper and to describe the room we were in, the effects it had on them and the mood it created. They kept these and described their new surroundings near the end of the next class. I disliked the room we had been assigned to originally and felt the new setting with air conditioning and without raised seats was far superior. The saying "you can't please all the people all the time" was reaffirmed as you can see from students comments comparing the old to the new surroundings.

OLD ROOM	NEW ROOM
boring, dreary	pleasing, more modern
confining, unsuitable for classroom discussions	less closed in, easier to move around, more potential
conscious of eyes behind me, difficult to see other students	
hot	motivatingly cool, too cold
poor acoustics	reduced outside noise

chair uncomfortable	more relaxed and comfortable
too big yet crowded	don't feel as close a group
good for the first few classes but puts too much emphasis on teacher for later classes	more equality less lecture oriented seating arrangement awkward
focuses on teacher as authority but a bottom of room	easier to see and talk to people
feel hidden	
blah--no color except for our clothes	bright, better lighting

Thursday, July 9

Moved to new room. Sat facing forward. After some discussion someone suggested making a circle. Everyone used name tags tacked on desks. Very helpful.

I had indicated to the class my preference for arranging the chairs in a circle and placing name tags in front of their chairs so that we could all see and refer to each other by name. At one point after this I felt like leaving the room for a few minutes for some water. With me as their focal point out of the room the students had moved their chairs from rows facing one end of the room to a circle. I was pleased to find this upon returning because it appeared that the class was beginning to act independently of me. They didn't do it when I suggested it but when I wasn't there.

At the end of the class, I asked students to fill out a questionnaire so they'd begin to ask themselves where they stood in relation to different teaching styles and strategies.
(See next page if you wish to answer the questionnaire and compare your own opinions with those of my students.)

Directions: Indicate in the spaces provided whether you agree or disagree with the following statements. Write either +2 (strongly agree), +1 (mildly agree), 0 (undecided or neutral), -1 (mildly disagree), or -2(strongly disagree).

USE THE BLANK SPACES TO LEFT OF EACH STATEMENT TO MARK YOUR REACTIONS. TABULATION OF STUDENT RESPONSES APPEARS TO THE RIGHT OF THE QUESTIONS.

Questionnaire

		-2	-1	0	+1	+2
___	1. Students should have an equal voice in planning the course content.	4	6	2	14	6
___	2. Students should have an equal voice in planning the course process.	3	1	0	14	4
___	3. Students should decide on their own final grades by themselves.	4	15	3	6	4
___	4. Students should evaluate their progress in collaboration with other students for grade determination.	7	7	1	15	2
___	5. Students should evaluate their own progress in collaboration with the teacher for grade determination.	0	2	2	12	15
___	6. The teacher ought to do all the planning in the course because he knows most about the subject matter.	15	14	1	2	1
___	7. Outside reading should always be handled by having each student turn in a written report to the teacher.	22	7	1	0	1
___	8. Using student committees for learning and reporting is a valuable part of the course.	0	1	0	12	19
___	9. Lecturing by the teacher is the best way to cover the subject matter.	9	19	3	1	0
___	10. Teachers should allow the students to participate in planning the course work.	0	0	0	14	19

	11. Students can often learn more from each other than they can from the teacher.	0	4	2	19	5
	12. Seats should be moved into a circle for class discussions.	0	2	3	12	15
	13. Committee work wastes too much time. The teacher should do the teaching.	13	13	2	3	0
	14. It is important that students in a class know each other while the class is in session.	2	2	0	7	20
	15. The teacher should call on people in class when they do not volunteer.	7	11	5	7	2

THE STUDENTS' RESPONSES INDICATE MARKED DIFFERENCES OF OPINION ON ITEMS 1, 3, 4, and 15. THE RESPONSES WERE MORE SIMILAR ON THE OTHERS. MOST AGREED WITH QUESTIONS 2, 5, 8, 10, 11, 12, AND 14 AND DISAGREED WITH 6, 7, 9, AND 13. HOW DID YOUR ANSWERS COMPARE WITH THE STUDENTS' ANSWERS?

L

TEMENTS

On the back of the questionnaire students wrote their GOALS for the course. Words that they used to describe their goals--"process-content," "sensitivity awareness," "comfort and meaning fullness"--suggested that they were already greatly influenced by my vocabulary and value system and that of Gorman. A few exemplary excerpts from their goal statements are quoted on the next page:

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* Questionnaire adapted from Alfred H. Gorman, Teachers and Learners: The Interactive Process of Education (Allyn and Bacon), 1969, p.101

I have never had the opportunity to participate in planning a course.....I am a little frightened actually and do not know where to begin.

*

I am just beginning to get a degree and do not know just what to expect. I hesitate to put into words just what I want. (It sounds as if she is asking me to tell her what I expect of her so she can want that.)

*

I particularly worry about the behavior problems and even more, the child who refuses to participate.

*

I have never had a course like this.

I guess I am just curious to see what will happen. It's almost like I am a little scared and not sure exactly how to react to the idea even though I have thought about it for a long time. It's like when you were a kid and looked at the shiny red bicycle in the store window. You wanted it for about since you can remember. Suddenly one day you find that it has been given you. You touch it, look at it, walk it around, but for some reason you are a little hesitant about riding it 'cause you don't want to scrape it or bang it up. (or fall on your face)

The above goal statements indicate how much students can be influenced by only four days of classes (five hours) and Gorman's book. Herb Kohl states in The Open Classroom (p. 20) that " a pupil functions according to his sense of himself rather than what he is expected to be". On the contrary, I found these well-trained students quite maleable to a teacher's suggestions. After such a short time they were using my language and Gorman's and most were buying our goals as theirs (in writing if not in action).

Friday, July 10

The class sat in a circle. Decided to choose a moderator. Jim allowed group freedom to discuss topic at hand, checked as to group through session and summarized. Group feeling as a whole seems to be "ah--progress!" Many people knew each other's names. There seemed to be a feeling the group was starting to take shape. Mark said, "Let's not wait from now on to form a circle--we'll just do it."

I had requested that we set aside at least fifteen minutes at the end to evaluate how each session went and to summarize what we had learned or experienced. In the evaluation I remember complimenting Jim on the functions and roles he had played beautifully. (Yes, even I fall into the approval-disapproval trap we've all been trained in.) At one point Jim remarked that he had thought the group was digressing from the topic of discussion, and asked them if his perception was accurate. His gentle intervention served a needed purpose of focusing the group's attention.

Monday, July 13

The class sat in a circle. Mathew as moderator with a directed sort of discussion. Covered the content the group decided to discuss, but the group feels they have lost some indefinable spontaneous quality we had Friday. Most people felt this was because of the directed moderating done by Mathew. I find I know three-fourths of the people in the class by name--this is unusual.

A clergyman by profession, Mathew had experience acting as group moderator. A bit more directive than Jim had been on Friday, he asked the group specific questions and then asked each person in turn for his opinion of the question. Many students felt they were competent to ask their own questions and that Mathew controlled the discussion too much.

Tuesday, July 14

Evaluation of yesterday. Many people spoke up and said that yesterday's meeting lacked something. This hurt Mathew's feelings and made the group hesitant to get to know each other better, or take the role of moderator and be put in Mathew's position. Pro's and con's as to value

of a moderator. Individuals are questioning if this method will teach them anything in terms of content. Some people want more directive approach and feel more comfortable on days when the class is more structured. The subject of grades has come up and is creating anxiety. Many people are questioning when will we get down to business?

During the evaluation discussion I stepped in to support what Mathew had done. I stressed the safety people needed in order to take the risks of volunteering and putting themselves up for possible criticism. Sometimes when we try to be helpful, I told them, people take it as criticism. A good way to offset this possibility is to give feedback by saying to someone, "your actions made me feel uncomfortable" rather than "you were wrong". This helps us to stay in the position of helper rather than judge and critic.

Wednesday, July 15

Broke up into three committees: (1) Test and evaluation group, (2) Moderator or no moderator, (3) Content and process. Groups Met for most of period and came together to present ideas. Each group felt they covered the task and came up with several alternate and viable plans of action. Some frustration that they couldn't make the final decision and had to bring it back to large group to decide. Feeling was good on the whole--we made much progress.

As an exercise for myself I listed the ares of educational psychology that my course hadn't touched upon. These included: history of the science, organized presentation of theory, scientific method, research and experimentation. Realizing that I hadn't shouldered

the burden of covering all content areas, I felt somewhat compelled to deliver summary lectures near the end of the course. If I had been more comfortable to interject regular imputs earlier in the course, I believe my participation would have been more natural.

I shared parts of this list with the class and suggested we do something about filling the gaps. We decided to have sub-groups make presentations to the class on special areas of interest.

THE MID-TERM CRISIS

The course was now midway into its second week. Already student anxieties about tests and grades rose to the surface and soon dominated every class session for almost two weeks. Aurelie wrote:

Thursday, July 16

Evaluation of committee ideas. The group tried to decide what to do about midterm, grades, final, etc. New ideas presented. Much discussion of topic and no one is straying or ignoring it, but no decisions are being reached. The level of frustration seems to be building as people feel they must progress to know what to study for final, midterm or whatever. Joan led discussion in non-directed way. Many of the group are getting upset today--possibly because the subject under discussion concerns grades and they are faced with the fact that we all have to decide what we're going to do and we can't seem to make any decisions at all--including if the majority rules. However, no one person seems to be blocking and people seem desperate to decide. There are no "bad guys". We did decide to bring in questions tomorrow which will be mimeographed and passed out. What we do with the questions still remains to be decided. Pattie who has had a difficult time adjusting to such non-directed activity and says she feels uncomfortable not knowing what to study--none the less, made some insightful comments about Joel's teaching style (He has never set the limits 'till today.). Debbie made some insightful comments about the freedom of the group and the difficulties it presents. People didn't used name cards. The group seems to feel they know each other--at least my name.

The freedom in the class, at this point, had clearly become non-productive. Joan and others tried to intervene and give direction but they were largely ignored. Maybe a norm of "don't anyone here take over" had developed. I asked myself at this point if a first grade class would have reacted differently to a similar lack of structure and focus. Maybe college students had been trained to expect everything to be decided for them and it was impossible to offset thirteen years of such training.

The mid-term crisis emphasized the point Paul Nash makes in Authority and Freedom--lack of structure doesn't always mean more freedom. Sometimes structure is releasing. By insuring some security it enhances freedom. By the same principle, total absence of structure limits everyone's freedom.

But to return to the specific issues--tests and grades. I didn't realize it at first but my expectations for tests and evaluation were ambiguous in my own mind and so created great confusion and frustration among my students. In effect this is what I told them: "Your personal evaluation of yourself and your work is more important than my opinion of it. I'll be giving you my evaluation as well, but it will be offered strictly in the spirit of helpfulness, not as criticism or judgment. I'd appreciate help in making up the questions for the midterm exam and you can take the test at home if you like. Then I'd like all of us to share in grading each other. However, I as the teacher have to retain the right to change your grade."

It's clear to me now that, despite all protestations to the contrary, I personally wanted to retain some power as keeper of the grades. I deceived myself into believing that I was remaining flexible. In fact, I held all the final decisions--and the students

knew it. I was afraid to allow them complete control over their final grades, partly because I could picture my boss storming into the room to fire me. But partly, too, I felt a certain amount of pleasure in the status and power of grade-giving--and I didn't want to give it up.

That my attitudes and policies were ambiguous first occurred to me several days after students brought their own test questions to class (on my invitation) and then chose a question I had made up myself. Inviting students to participate in the drafting of test questions was all right. But then I left them with the burden of choosing among their own questions. I gave them only thirty minutes before suggesting a question of my own as a compromise solution. My intervention saved them from the dilemma of choosing and also proved how much they really needed me. Tacitly my action suggested that teachers were better than students in making up exam questions. As a result, I didn't see how good the students' question were because sub-consciously I wanted them to recognize my question as superior. After class, I read over their questions and found that at least six of them were as good if not better than mine.

Throughout this period of rising tension for the class, I myself was deeply troubled. If I took too much initiative I wondered would I be contradicting my goal of shared responsibility? Outside of class, I talked informally with five or six students about the problem, meeting them in the library where many of them studied. Just being available and not hidden in an office was a great advantage.

Back in the classroom the next day:

Friday, July 17

Mark initiates the discussion. People wrote their questions on mimeographed sheets and Phyllis took them to be dittoed. Beth questioned Joel as to if he is a participating group member. Joel said he would like to be more of a participating member. Discussion of grading, evaluation and self-evaluation. Irene , Joan and Kathy in heated discussion. Mark effectively kept discussion on track. Asked for vote and got majority decision. During this session the group managed to agree on nine different decisions.

The different purposes and uses of exams became clear as we struggled with the issue of a mid-term. Should we grade ourselves by absolute standards set by the teacher? Or should we compare ourselves to our classmates or to our own individual starting points? How about effort? Study time? Study time relative to available time? Should these be factors? Each student wrestled with these perplexing questions.

We also learned something from the use of student moderators. Some moderators were more directive than others. Some tried out new behavior and compared laissez-faire styles to "structured flexibility". So we learned about different leadership styles and how they affected us.

Monday, July 20

Evaluate Friday. I was moderator. Group morale very low. Discuss midterm, evaluate Friday, discuss content of what we want to learn. The group voted to have Joel make up one question which we will know in advance and write in class either Friday or Monday. Joe said that without a teacher setting the goals the group is afraid to set goals too high and then fail. Kathy says she likes sitting

in rows. Mathew, bowing to pressure about the importance of clothes wore a tee shirt to class. Vie is disgusted--wants to make some use of questions we wrote. Joel described problem-solving methods for group and how we could get at the bottom of our decision-making difficulties. Group still dissatisfied. Joel is very discouraged also. Joe has had some experience with brainstorming he says. When Joel was at the board he interrupted Joel and Joel sat down. Then Joe said he did it on purpose because he knew Joel would sit down. Several people came to Joel's defense--they liked him to take leadership and show possible ways out of this morass we're in. Pat , Mark and Anne are very angry and frustrated. Everyone feels they would like to break up into smaller groups.

I thought spreading the exam over two days was a waste of time. I stated my feeling but left it at that. I did make a dig at the group's decision about writing the midterm in class by saying how interesting it was that by group decision-making there seemed to be less flexibility than I felt permissible. It would have been acceptable to me to have those who wished write their exams at home.

Despite these decisions about the midterm, the situation was still unsettling for us all. The pressures on me as teacher had become tremendous. Many students demanded I do certain things to remedy the situation while others withdrew by sitting back and waiting. We discussed what was blocking -- and what little was helping -- the process of coming to terms with individual and group goals. I stressed the need to implement measures immediately since people's frustration had reached the threshold of unproductiveness. Some said they couldn't read for the course, they were so tense about it. Some came up to me after class and offered support and suggestions.

I went home troubled and perplexed. Then, luckily, I thought to look for help in a book--H. Thelan's Dynamics of Groups at Work. I came across a passage in the book (p. 151) which described how Thelan had confused members of a group he had led with double messages and

contradictions. He had said, "I have confidence in you--but you need my help." This simple passage crystallized one of the problems for me. I thought it through and felt much better.

Just seeing the problem clearly presented some solution. It's ironic that I couldn't solve my own problems with the problem-solving skills I teach others. I guess I had been so much into the problem and felt so weak that I had forgotten that in myself and my strength as a person lay the solution to the problem. I couldn't wait to get to class the next morning to try out my ideas.

Tuesday, July 21

Joel told group he felt part of trouble was that he was giving out ambiguous and conflicting signals as to his expectations. This seemed to be helpful to group. Group broke into subgroups of like interests which will give presentations to the large group and get at content in this way.

In order to recall all the points I wanted to cover, I brought the following written copy of what I wanted to say. This certainly points out my ambiguity about structure and freedom.

> I'd like to clarify some of the ambiguity where I'm at fault. I have faith in you and in what you've got to offer. However I realize that I've been giving you mixed messages because I too wanted to feel needed and important. The mid-term was an example of this. I offered a question as mine alone rather than admitting that it was a composite of different people's suggestions.
>
> I've also been more ambiguous than necessary about grading. I hope it's obvious that I don't think grades tell much and whatever they do tell they do it inaccurately. I've tried to play down or deny their importance despite the fact that they are important to you. I realized that I could be clearer by saying that I expect most people should receive B's if they work, think, and learn (something). I don't like giving D's unless someone is trying hard for one. Some will probably get A's and C's if they distinguish themselves somehow.

I want to reassure you I'd rather grades not be used. I surely don't want your concern over them to destroy our ability to work together. Since grades are required we'll use them but not let them abuse us.

I believe the procedure for the mid-term is finally clear. If anyone would like to discuss how they could better prepare with me or in groups during class, let's do it.

Regular attendance is still expected because of the experienced-based nature of the course. I'd like to suggest a structure that might facilitate fulfilling the term paper requirement and allow us to break into interest groups to work together on class subjects for presentation. The small groups will give us an opportunity for planning and working together in chosen areas. The topics for group work are open although I'd like us to try to cover the rest of the content areas in our textbook readings if possible.

Looking back on the suggestion of sub-groups I can see that students had suggested it before but I hadn't picked it up. Even now I presented it as my suggestion although I paid lip service to the students who had really pushed the idea. I must have felt pretty insecure to do that.

When I finished my speech I felt like I had run a thirty mile race. I was exhausted but also relieved that the rough roads appeared to be over and things would get better. They did!

Wednesday, July 22

Subgroups again. People seem happier now that content is coming out. Gathered together for wrap-up. Groups all cooperating, and seem to be eager and excited about their own small group's project. We needed to pick a moderator for tomorrow. Mark asked Joel to be moderator. Joel asked if someone else would take the role, but Mark said that as a member of the group he should accept the responsibility. Joel gave us a bibliography of readings and mimeographed copy of test.

Thursday, July 23

Class started without Joel. Anne, Bobby , Jim . Joan and Pattie and a few others went to a model school yesterday. The class was interested to see what it was all about. Mathew had been there before and was basically opposed to the idea. Pattie was harmonizing trying to get at both points of view. Discussion concerned the freedom of this type of school, or how freedom effects the amount and quality of learning. Joel took over task of moderating, asked for fishbowl of one member from each subgroup to see what they are doing. Mark and Tom are at odds. This seems to be concerned with competition between small groups which is a real factor even though the cause for their discussion turned out to be a misunderstanding.

I still felt I was being put in a box by being asked to be moderator. I still wasn't relaxed enough to assume this role with the group. Breaking up into sub-groups offered a badly-needed outlet for common work on special interests. The common experience was useful even though there was some hard feeling when a few people weren't chosen for sub-groups.

Friday, July 24

Test for me--I don't know what went on in group who didn't take test today.

While half the group wrote the in-class exam, the other half had discussed their inability to answer the question in the eighty-five minutes allotted.

Few responded to the question of how they could help each other prepare for the exam. Tests and grades still had such

exaggerated importance for them, that after discussing them for almost two weeks, some still panicked at the last minute. A few even stayed up late preparing their answers. To me this demonstrated, better than anything, the enormous emphasis students put on grades and tests.

THE SHIFT TO CONTENT

The mid-term crisis was over at last and we all looked with relief to the prospect of greater structure in the course. We planned to carry through with our idea of small groups giving class presentations. By this plan, we hoped to focus on content areas we cared most about and experiment with different teaching styles.

The decision to break into interest groups marked a turning point in the group's development. Previously, we'd focused on ourselves and how we related to each other. Now there was a much greater emphasis on student selections from chapter headings in our ed. psych. text-book. During this second half of the course, individual students and the class as a whole were much more productive and enthusiastic.

It may be that I spent too much time early in the course on issues of freedom and control, leadership, and expectations. I feel strongly, however, that time was not wasted because all learned basic educational issues as they fought through their confusion.

Monday, July 27

A fairly small number of people had discussion. People who ordinarily don't say much are talking. Kathy is able to see changes in group feeling now that people are not "attacking" but willing to accept differences.

Tuesday, July 28

Force Field analysis * to see if we can find out why some people don't participate. Discussion of this. Groups then divided--some to discuss model school or to discuss evaluation, some to hear what Debby B. had to say.** Mathew wants to take ballot of how many people want a lecture class. He wants to carry this on even though the group is not very interested. Kathy is interested. It is ignored.

Class participation was a greater problem for the active members of the class than for the more silent members. The talkers admitted in the discussion that they often worried about what the silent members thought of them.

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*Force Field analysis is a method for solving problems by breaking them up into their component parts. The method originated with Kurt Lewin, a social psychologist. See Fred's description in Part II.

** Debby B. is a swinging elementary teacher whom a class member invited to talk with us.

Wednesday, July 29

Before class started Mark and Anne moved Joel's belongings into the middle of the circle while he was out of the room. He took it very well and moved to edge of circle. Then he took the reins to discuss exam--asked opinions, told his reactions. People were supporting, harmonizing for the most part. I see some cliques developing.

I was admittedly surprised to find my things moved to the center of the circle. As I told the students, I didn't want to sit there because my back was facing half the class and I couldn't make eye contact with those behind me. Sitting in the center was also in conflict with my philosophy of teaching. I believe in a student-centered focus rather than the more traditional teacher-centered focus. Besides, when you're out of the limelight and someone else is moderating the discussion, it's nice to be able to relax and enjoy what's happening.

Thursday, July 30

Tom begins the class by reading his ideas concerning a moderator. Mathew has a lot to say. Joan sees Bobby as a mover and a talker. Vie says fear keeps her from talking because of dominant personalities who have or might put her down. Nancy is supporting her. Jim is disagreeing--he feels comfortable. The group is doing their own evaluating without it being suggested by Joel. Several non-participators take the opportunity to explain why they are not talking. This seemed to make the rest of the class feel more secure. But there is quite a lot of pressure lately on non-participators to conform to norms group has established--or that vocal members have established. Cindy was able to say her negative feelings in terms of this group. Nancy is supporting her statements as to not enough content. At the end of the class Joel spoke up--very agitated in response to several people saying that the most valuable thing about the course has been learning group dynamics. He said this is not a course in group dynamics--it is Ed. Psych. and if the group is not getting this, it is the group's fault. Pattie said, "This is the first time you've lost your cool!"

My specialty was group dynamics. The students had little acquaintance with this field. It was natural, therefore, that they wanted to learn about group issues from me. Why then did I lose my cool when group dynamics was the name they gave to my course?

I was probably oversensitive to the relatively small amount of attention given to academic content in the course. In trying to demonstrate the importance of group dynamics to education and teaching, I probably went somethat overboard. I should have been pleased about how the students characterized the course, but obviously I wasn't. I'm really glad though that I "lost my cool" on this issue. At last I was able to show some anger. I believe it is healthier for teachers to share both negative and positive emotions with their class so they can be seen as real people like all of us.

I know I am somewhat inhibited about expressing my negative feelings, especially when I'm new to people and I'm worried about how it will affect them when I'm in a position of influence. If we could only relax in our professional roles and be more like our private selves, those we work with would probably be more comfortable too. Is it realistic or healthy for teachers to attempt to model perfect containment of feelings when the students can see how they feel written all over their faces? Why can't we take feelings out of hiding for honest and open discussion? Sometimes we hope that if we don't talk about our feelings, they'll go away. That's not the way it happens with me nor, I suspect, with anyone else.

Friday, July 31

Small groups met.

Monday, August 3

Joel took charge to get agenda decided. Group decided to divide into small groups and then anyone interested could come and join Joel for (multiple) role conflict exercise.

My wife and I had to go into town after class so, after some thought, I invited her to attend class with me. I believed that my wife's presence in class would help the students see me more as a person than as a detached professional. It is interesting that I chose this day to take charge in deciding the agenda. I'm sure I wasn't showing off for her--much.

Mat gave a solo presentation about a Red Cross course. Some stayed for his presentation while others went to their sub-groups. Of course, there were divided loyalties when students had to choose which group to join. This experience of choosing or personal decision-making is often lacking in traditional classrooms.

For the last twenty minutes half the class took part in my demonstration of the multiple role conflict exercise.* This exercise consisted of placing five signs in different parts of a room. The signs read: PARENT, DAUGHTER--SON, TEACHER, CITIZEN, and HUSBAND--WIFE.

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*I believe this exercise originated with the staff and participants of a two-week community development lab run by the Boston University Human Relation Center. At the lab I also met staff of the B.U. Leadership Consulting Service who later became my close friends and colleagues. I owe many thrilling learning experiences to the staff and members of these two organizations in the two years we have worked and studied and taught together.

Tuesday, August 4

Aurelie failed to write anything about this day and I can't remember what happened.

Wednesday, August 5

Subgroup gave presentation on exceptional child. Used modified fishbowl, sitting interspersed among us. People felt free to participate. Much content. Low key. Joel seems to have achieved something--it looks as if the comfortable atmosphere is such that those who wish can participate and express divergent opinions. During evaluation Joel said he felt lost at times because he was unsure of structure of presentation. Most people disagreed. Interesting switch.

I'm often misunderstood to be saying that no structure is good. Near the end of a class or program people feel I've pulled a switch on them when I suggest a structure. I must not be communicating well, or else people hear things differently from what I think I'm saying. Life would be simpler if feelings, biases, and prejudices didn't influence the sending and receiving of messages, but life is not simple, I guess.

My mother was coming to see a friend deliver a lecture at the college so I invited her to visit our class. Many of the students got a kick out of meeting her. It was important for her to see her son at work, since my Dad had been buried only three months earlier. We were all glad she had come, although I must admit to worrying about the students' reaction.

Thursday, August 6

Subgroup presented role playing in terms of creativity in its large sense being the ideal learning. Joe as lecturer. The point seemed to be gotten across. Class enjoyed it. Mr. Mann then spoke in informal discussion. Gordon jumped up to introduce him--very directive, asked us to move into circle and started to talk before we were all seated. Once in the circle very fruitful discussion--

class interest high. Mr. Mann had many good things to say about how we seem to be working as a group. His complements as to "our group" made people feel good.

Joe's role-play of an authoritarian lecturer was an extreme stereotype but fun. Mr. Mann was a principal in a local school. A class member had invited him to talk with us about what he looked for when he's hiring or working with teachers. It was important to all of us to hear a principal support the things we were doing and learning.

Friday, August 7

Jim's group gave their presentation. Pattie asked for 10 minutes to do her thing--acting devil's advocate in terms of traditional teaching. Open discussion. Alan, as visitor from the night class is very involved. Jim's group explained why they couldn't give what they started out to do and explained their insights into why they failed in the task. Interesting to see that small group is not necessarily the answer to keep blocking from occurring--size is not the only significant factor. There seems to be some feeling of certain members of the group that this group is making itself special and "elite" by what they have done--a feeling of you led us to expect so much-you were so excited and mysterious. Now you tell us you failed but you're still keeping the reasons mysterious. Joel told group the final was ready, it would be take-home, it would be due Tuesday--didn't ask for our opinions and no one minded.

I think I did ask for suggestions. I'm so damn considerate, or at least I like to think so.

LAST WEEK

Aurelie's diary stopped here so I'll have to reconstruct the last week of the course from my own scattered note and recollections.

I asked students to make a carbon copy of their papers and exams so that I might have momentos of the course. I really enjoyed the papers I had time to read, but the absurd administrative schedule at the end of the summer session forced many of the faculty to stay up all night grading papers. I doubt that any faculty member could appreciate any student's paper when rushed to make grades for 30-50 students in one night. Some poor souls who taught more than one course had more than 85 exams and papers to read and grade. I was one of them.

Lucky thing my class graded their own final exams. The exam was to be of the take-home variety and due at least three days before the end of the course. This allowed students to seek comments from others as well as to evaluate their own work. I read all papers and commented briefly, but time was too short for me to determine grades. Only a few students altogether refused to grade themselves, although many resisted until they saw I meant it. All students gave themselves A's and B's except one who gave himself a C. I had no real difficulties accepting their judgement. Some of the more modest students or those who were hard on themselves felt upset when they had heard how many people gave themselves A's but they got over the initial shock quickly. Many excused themselves for placing what I referred to as undue importance on grades by

talking of the pressures of the real world--getting jobs, references, and so on.

I had hoped to spend the whole last week in evaluating, reviewing, summarizing, and discussing applications of the learnings and experiences we shared together. But the time got whittled away by student presentations, a few group exercises and lecturbs I presented, and a movie on an experimental school. I was probably a little too timid in not fighting for more time to evaluate.

We did an exercise called "blindman's walk" on one of the last days. Students paired off; one student closed his or her eyes and the partner led him around the chairs and other obstacles in the room. This demonstrated different helping styles-- whether people gave too much or too little assistance. It also gave people insights as to how they felt both giving and receiving different helping styles. I probably saved the group exercise until the end of the course because it could have made some people uncomfortable. At this closing stage in the group's development the trust level was high and most people enjoyed the exercise rather than condemning it as a sensitivity game or being afraid to participate. A sense of timing is crucial for all of us, so we don't push a group like this too far too soon.

We didn't have enough time for evaluation but we did review our learnings from the course. We discussed what we learned about leadership styles, the pros and cons of sub grouping or staying together, and many of the other procedures we experimented with-- sometimes successfully, sometimes not. We discovered that we can learn

from both failures and successes if we don't get defensive about our blunders. Most importantly we experienced a more authentic human encounter between a teacher and his students than many of us thought possible. Yes, I guess it's obvious that I was pleased about much of what happened.

At least I was pleased about my day class. My night class was something else again. Here, even though I employed much the same style, class morale and the effectiveness of many of the experiences were not as high. True, my night class had fifty-four members rather than thirty-two; it met two nights a week rather than every day, and all of us were tired at the end of a full working day.

Here are some notes that Anne (a day student) wrote when she and Bobby (another day student) visited the evening class to observe the differences and give me a little support they heard I needed.

> Class started 6:38--seats are in rows. Joel shared his thoughts on last class: frustrated, responsible, threatened. One student was "hidden" in the back of the class--doodled incessantly. Students looking for Joel's emotional responses, which he says is his lack of being comfortable. Joel--"We should trust ourselves, be ourselves." Students looking to change Joel to what they want him to be. Joel asked for comments on his sharing: I feel very protective of Joel--want to defend him-- Bobby suggested sitting up there with him because "he has no one on either side of him." Joel was aware of Bobby and I as he said constantly "As I said in my day class, as I told my day class, what I did in my day class was...." Don't notice this in our own class (my night class....)

I mention my troubles in the night class so that you don't conclude that everything I did as a teacher worked beautifully.

But quickly, let's return to my prouder moments in the daytime. I could easily criticize my performance in this class too. People tell me that I am usually self-critical and don't let myself enjoy my successes enough. This time, however, I'm going to conclude this description of my class on a positive note and do what comes hard to me and most people - brag. I'll do it as an exercise like the one I developed for groups I lead. In the Bragging Exercise, I stand up and tell people what I'm good at and why I like myself and invite them to do the same. We usually discover how hard we are on ourselves.

Now to brag about my class. I'd say I succeeded in taking the risks involved in trying my personal style of teaching. Many of my students had important learning experiences. For my own part, I learned about myself and my ambivalences about taking leadership, expressing my honest reactions, and avoiding anger and critical comments.

I felt great about my ability to communicate with my students and to develop enough trust and acceptance so they and I could do our own things and still share in a meaningful learning experience.

I feel good about so many students coming early and staying late after class to discuss class issues. To top it all off a group of students even got together a few times after the course was over to continue what was started in this course. The personal relationships that developed were and still are valuable to many.

We may not have covered as many informational points as some other courses, but more important to me, we lived and practiced and tested the principles we were discussing and learning about. This made the learning qualitatively more intense, involving, and probably longer lasting than the memorization of lists of facts.

Most of all, I'm proud of the way I persisted in my values and principles in the face of lonely days of turmoil and self doubt. I did what I believed in and saw it succeed.

LAST JUDGEMENT

That at least is my most rosy view of my first teaching experience. But the final judgment about the value of a course must be left to the students. Six months after the class ended, I sent all my students, from both day and night classes, a follow-up questionnaire with an accompanying note:

March 11, 1971

Dear Friends,

I hope all is going well. As part of my work at EDC I've decided to write up my perceptions of what happened in our class this summer and the roles we all played for each other. I'd appreciate your opinions and

additions to what I write. Before I send it to you I would like your responses to the following questions just to do the follow-up I threatened you with this summer. If the promise of sending you my description of our class isn't enough to motivate you, how about if I ask nicely and say please? It really is important that we discover the duration and effects of this type of course.

Cordially,

Joel

Joel Perlmutter

FOLLOW-UP QUESTIONNAIRE ON ED. PSYCH. COURSE

1. What were the most significant learnings you remember, if any, from our summer class in Ed. Psych.?

2. Do you remember what prompted these significant learnings; eg., personal discussion, contemplation, group exercises, reading, etc.?

3. At this point in time how do you feel about what happened and how useful was it to you after the class and now in your teaching, learning, and life?

4. Would you be interested in attending a follow-up workshop in April or May on the possible roles of teachers and students and the problems and joys of performing them?

5. Other comments and news.

Many did not respond which upset me, but forced me to recognize that the class was over and we'd all gone our separate ways. From those who did respond the following quotations were selected as representatives, although many didn't respond who may have been less positive:

Group Discussions Large and Small

I think the most important learning for me was the group discussions both large and small. The large discussion groups shared how bogged down people can become when there are many ideas but only a limited amount of time and alternatives available. The arguments in the larger group helped me to think about groups in terms of personal conflict and the desire for leadership. It seemed that there were too many people who wanted to be heard and too little direction available. In the end this seemed to make us want to succeed in small groups and I think we did. For me, personal experience was the best teacher.

Confused

This course was not al all as I had expected. We always seemed to be a bit confused and the reason may be that we never stuck to one subject long enough to get anything resolved. Actually what I remember most about the course was the practical "in classroom" advice I received from the people already teaching in the classes.

Just One More Credit

Well I must honestly say until recently I thought the course was just one more credit and course I would have to take to teach. Since then I've taken two more psychology courses: Human Relations and Developmental Psychology and Sociology. It has not only changed my attitude but my future possibly. I now wish to major in psychology and I hope eventually to teach or be a guidance counselor. What I find is useful and can apply to cases now.

Sarcasm From the Kids

What I learned or rather experienced this summer could not be put to use in substituting because the opportunity isn't there. If I were teaching regularly, I think perhaps I could do the interaction thing. I did try a couple of times but all I got from the kids was sarcasm, etc. They don't trust a substitute teacher for anything.

Road Map for a New Career

Since the course helped me to develop a road map for a new career, it was perhaps the most important learning experience I have been involved in. I am still reviewing my notes from time to time so the experience is still extremely relevant to me.

Living Democracy

What happened was revolutionary for me, as I was used to a traditional learning setting with teacher as task master and judge of achievement. "Useful" isn't the word! It is a guideline that makes all the ideals I've been brought up with jell together, and now I feel I can help other children, as well as my own, really live what democracy is supposed to be.

A Plus and a Minus

I am trying to be sensitive to my students. I employ little discipline--class socialization "controls" my classes--this is both a plus and a minus to all parties concerned. However, I find that people are sensitive to subject matter, to self and to others if only the right "climate" is present. My students ask for extra work without credit once they grasp the value of how it can strengthen them as individuals. (I teach Social Sciences.)

Group Feeling

I guess the most significant learning for me was the group encounter itself. There is a "sense" of the group, a group feeling; and my own ideas are not so original after all. Time after time after the group got started on a topic, someone would voice my exact thoughts--the group sense.

Springboard to More Learning

I didn't enjoy every minute of the course--in retrospect I think the reason for this was two-fold. Firstly, I didn't trust what I heard--other teachers had started out in a similar vein but never followed through. Secondly, when one is used to pre-set structure the removal of it brings on insecurity. However, sisnce the course acted as a springboard to so much more learning for me, I would say it was highly successful!

More Relevant to Life

The course was much more useful in "life" than in teaching. It has made me more tolerant of students who won't stand for anything but teacher directed stuff. I understand better how far they have to go, the necessity of them finally getting there, and the long, gradual process necessary to bring them to any significant self-learning responsibility.

Best Part Were the Exercises

Group exercises and discussion were the most enjoyable and educational part of the class for me at least. I feel I learned so much about people and getting along with others. I think I actually got rid of some weighty old prejudices about people who do not think exactly like I do. I'm a better person for the experience, that much I'm sure of.

Aurelie Sousa, whose diary was so useful to me, attached a note to her questionnaire. I had sent her part of my narrative description of the course--which she refers to as my "book". I'd like to conclude this narrative with her comments:

March 30th

Dear Joel,

I think your book is terrific! It seems to me to be very clear--as to how you approached the problems that developed and the group exercises you used to help the group work through the problems that arose.

I got to thinking of some of the comments I heard from some of the class--that they weren't learning educational psychology. It seems to me that this class had the whole thing about the psychology of education--the text you chose and the approach you took as teacher, the discussion-type atmosphere--made it possible for us to see the dynamics of a group in a learning situation. We were allowed to spend as much time as we wished finding out how we felt as students--how you felt as the teacher--and had a good text so that we had some vocabulary we could share and understand what we were saying to each other.

Keep it up--if the rest of the book goes this well--I think you've got it made.

Please let me know how you react.

PART II

OLD TEACHER OUTSIDE THE CLASSROOM

by
Fred Stokley

I lead workshops. Where I lead them often depends on the nature of the group I am with. Usually it's teachers. I can easily identify with what teachers go through from day to day because I have been a teacher myself most of my life.

A friend of mine once outlined the problmes he had that eventually forced him to quit teaching. Here's what he wrote:

> First of all I was constantly battling with recalcitrant students. Many students didn't respond to my teaching no matter what I did. Second, administrators pestered me with paper work and petty regulations. I was a creative teacher but often feared going my own way because the administration would have my head. Third, I found little cooperation and support among my colleagues. I was all alone in that classroom of mine and no one seemed to care about anything except that I maintain a minimum of order. These three things combined to make fatigue, frustration, worry, and even bitterness a part of my daily life as teacher.

That's a pretty dark picture but I can understand what my friend means. I've been there myself. And I know many other teachers and ex-teachers who suffered from similar problems.

My job as a workshop leader, stated in simplest terms, is to raise the morale of teachers by bolstering their self-esteem. Do some teachers see themselves as powerless to change the daily classroom routine? In a workshop, they take initiative and gain a sense of power. Do some teachers assume that their problems are unique to themselves? In a workshop they learn that their problems are common to all. Do they feel uncertain how kids are feeling and reacting to their teaching? In the workshop, they gain honest and often revealing feedback about themselves. Do their methods in the classroom fail to get the desired results? Experiences in the workshop equip them with new approaches.

In many ways what Joel did in his first class was the direct result of experiences he had gone through in a workshop. Not that all teachers will adopt the same classroom methods following a workshop. That's not the purpose. But every teacher should come away from a workshop with more positive attitudes toward kids, other teachers, administrators, the educational process--and above all toward himself.

In this section I want to describe cases of teachers and principals who were helped by experiences in a workshop. More specifically, I want to demonstrate the value of group exercises I call psycho-social learning experiences. It is through these exercises that the goals of the workshop are accomplished; from them the group gains a sense of unity and individuals gain a sense of power.

To show how this happens, I've selected three episodes from my own experiences as both leader and participant in workshops. I've entitled these episodes, "Mrs. Hadlock and the No-Ball Ball Game;" "The Boston Resource Team at a Five Day Workshop;" and "My Own Experience as a Dog."

MRS. HADLOCK AND THE NO-BALL BALL GAME

When I first met Mrs. Hadlock she seemed the personification of the old-fashioned principal. She had a key for every lock in the school. Except for a small clique of older teachers, the faculty had little contact with her. She was in the process of suing two young teachers who had stirred up trouble with the central administration downtown. In the school as a whole, morale was low. Interpersonal conflict within the teaching staff was widespread. Teachers greeted each other in the morning with "Mr." and "Mrs." and parted the same way in the afternoon.

Three group leaders, including myself, had been called into this situation to conduct a two-day workshop in staff development. On the second day, we split up into three sub-groups. Mrs. Hadlock and a third of her faculty were in my group. As a warm-up exercise I asked the group to play the No Ball Ball Game. The ball didn't exist, I told them, but we'd pretend that it did and pass it around as if we could change its shape at will. It could float or it could weigh a ton, depending on how the individual imagined it. No one was permitted to speak during this non-verbal activity.

I began the game pretending to inflate a balloon. Others then pantomined the creation of tennis balls, basketballs, ping pong balls, balls of chewing gum, plastic spheres and giant beach balls. One teacher made a ball with a zipper, climbed inside and encased herself in the ball, and then the group pushed the ball around. A balloon was formed and deflated by an imaginary pin. Balls were thrown hard and gently. They were floated and rolled on the floor. Some members received the ball many times and some members received it less. When the ball reached Mrs. Hadlock, she showed a side of herself few in her staff had ever seen before. She imagined a basketball and dribbled it around and back. She dribbled it all around the group and put one leg over another leg. The group at first was a little startled and then amused and then happy to see Mrs. Hadlock

behaving in a less formal and controlled manner. She seemed to enjoy showing the dramatic side of herself. She mentioned later that as a young teacher she was involved in dramatics and liked acting and performing.

After the No Ball Ballgame, the teachers were more friendly towards one another and were certainly more vocal and spontaneous, more relaxed, more at ease with themselves and the process of the two day staff development workshop. In this atmosphere, the conflict between Mrs. Hadlock and one of the young teachers she was suing was almost resolved. The young girl wanted very much to talk to Mrs. Hadlock about the problem. But Mrs. Hadlock refused to discuss it in the group. At the end of the day there were very warm and strong expressions of gratitude to the group process consultants. and also warm gestures and even embraces between members of the teaching staff.

These changes in behavior were perhaps rather superficial and temporary. Given more time, however, the changes, I am confident, would have been deep and lasting.

THE BOSTON RESOURCE TEAM

The population of the Roxbury district in Boston is almost entirely black. The Boston Resource Team was created by EDC to service selected schools of Roxbury with the support and advice of teacher consultants trained in new methods and curriculum. The Boston team had problems of its own of a dual nature. First of all client schools unloaded upon the team some of their most insoluble problems. On top of that, the team had internal problems working together. The five-day workshop I designed for the team addressed both varieties of problems simultaneously.

One exercise I used was tied directly to a problem that came to the team by way of a client school. The principal of an elementary school in Roxbury had been having trouble with the attitudes of incoming teachers who were very young and often shocked by the physical conditions and "run-down" surroundings of schools in Roxbury. Many of them were white and had to work with black and Spanish-speaking students. The principal had asked the team to help her with the task of developing within these new teachers positive attitudes, a sense of commitment and involvement in the task of educating children in her school.

It was, I thought, a good problem on which to use the force-field analysis technique of problem-solving first formulated by Kurt Lewin. On a large piece of paper I drew a vertical line. Point X, I said, is where the new teachers will be when they come on that first day of school. The goal of the team was to move them to point Y where they would exhibit positive attitudes, a sense of commitment and involvement. Next I drew arrows perpendicular to this vertical line

on both sides. The arrows pushing toward Y, I explained, were positive forces and the arrows pushing against X in the opposite direction were opposing forces. I asked the group what they saw as being the opposing forces. They listed:

resentment
inexperience
lack of confidence
low expectancy
thinking that inner-city children are no different from suburban children
insecurity.

Next I asked the group to list the forces they thought would move these young teachers towards point Y. What were the positive forces pushing? They listed:

enthusiasm
opportunities
support
information
friendship
community orientation.

One way of moving from point X to point Y, I suggested, was to lessen the opposing forces and increase the pushing forces. I asked them to select one of the opposing forces and consider how the team might lessen one of these forces. They selected "resentment".

On a large piece of paper I wrote "how to lessen resentment". They mentioned:

physical change
welcome them
share our concerns
demonstrate our concerns
demonstrate support.

They then selected "support" as one of the pushing forces to work on.
I wrote on a piece of paper "In what ways can the team demonstrate support?"
They mentioned:

anticipate their needs
be there when needed
volunteer to help

In the Force-Field Analysis exercise, the team learned a creative technique for solving a specific problem.

That was one kind of learning they gained from the training workshop. An entirely different kind were the psychological and personal insights drawn from a non-verbal experience.

I asked members of the Boston team to close their eyes and not to speak throughout the exercise. Upon my suggestion we listened to our inner selves, our hands over our ears to help us listen better. We felt the space around us--touching our chairs and feeling the air in front, on top and around us, and touching the person or persons sitting next to us--their hands, arms, head and body. Then we all stood and moved close together, automatically holding each other's hands as we pressed closer and closer. Spontaneously we formed a close knit circle with people's arms interlocked. In this position I then suggested that we hum whatever we felt like. We hummed different tunes. Finally, we opened our eyes and began to talk about our feelings during these various experiences.

In the discussion that followed, several stated they had gotten insights about themselves and others. They felt uncomfortable and "uptight", for example, about experiencing affection and physical contact. When they felt uncomfortable or somewhat threatened their response was to laugh or to withdraw or to ignore their feeling. A few reported they felt ill at ease at first, but then in a short time felt quite at ease and, in fact, very comfortable especially when the group was locked close together and humming. Most said they felt united and cohesive as a team. They were impressed with how this feeling can come about in such a short period of time. By taking risks, they discovered, one can learn.

A third exercise called "Communication and Listening" helped the team understand how a speaker's message could become distorted or only half heard by a listener.

I asked the group to describe to me what they felt was the package or non-verbal wrapping that surrounds our verbal messages. They suggested such things as "eyes," "tone of voice," "hands," and "body movements." Three volunteers then sat in a fishbowl and acted out the roles of SENDER, RECEIVER, and MONITOR. The SENDER's job was to communicate a message to the RECEIVER. The MONITOR was to intervene at appropriate intervals to check whether the message had in fact been communicated. After the activity we talked about blocks to communication presented by both SENDER and RECEIVER.

The group saw this experience as most practical, not only for themselves, but also in aiding teachers and other clients they would be involved with. It stimulated considerable discussion and personal feedback and sharing. It moved the group to a new level. Most of the people were now sitting on the floor. They seemed to be very relaxed. Several had their shoes off and the conversation was free flowing. Most of the group went out of their way to tell me that they had gained something valuable from the day's events.

The three exercises described here and six others that comprised the week-long workshop did several things for the team. Individuals learned about new skills for communicating messages and a new technique for problem-solving. The non-verbal experience impressed them with how

radically people can differ in their reactions to a common event. This insight can increase a teacher's tolerance for widely disparate student reactions to classroom lessons. Finally, the team felt bonds of unity and mutual support that had previously been weak or lacking. Toward the end of the workshop, there was more leadership from the group and less from me; more confrontation between team members and an increase in original ideas regarding group process.

MY EXPERIENCE AS A DOG

I've learned as much from participating in groups myself as from leading them. Let me describe one vivid experience among hundreds. The group leader wanted people to learn what it felt like to be completely controlled by another person. He suggested that the participants in the group form pairs and for a period of ten minutes one member of the pair control the other and then reverse roles for another ten minute period. When I was being led, my partner ordered me to stand on a chair, kneel on the floor, lie on the floor, and roll around. For sometime, he led me about the room between people as though I were a dog. He had complete control over me. Reversing roles, I ordered him to jump, dance and run up and down a corridor outside the room. I can still recall how intensely hostile and embarrassed I felt as I was being led around the room as a dog.

Reflecting on this experience, I understood what pupils must feel like in classrooms where teachers, in a sense, make them jump through hoops. The pupils usually obey but with feelings of resentment and anger, and there is of course, that small percentage who resist, disobey, and attempt to sabotage a teacher's lesson.

IMPACT OF WORKSHOPS

The No-Ball Ball Game helped the forbidding Mrs. Hadlock thaw out a little and show the human side of herself. The Force-Field Analysis exercise gave the Boston team a technique for solving a complex problem. Crawling around a room as a dog helped me understand how some kids must feel in a classroom.

Even as isolated episodes these were rich learning experiences. In the context of a workshop where one exercise followed another, the personal insights were all the greater and more meaningful. As a rule, the longer a workshop lasted, the greater was its cummlative impact. Training at Mrs. Hadlock's school was for only two days. Its impact, though immediately noticeable, was short and probably temporary. Training of the Boston Team lasted five days and the experience was proportionately more intense and memorable. But the greatest impact was felt by a staff of teachers in a French-Canadian school district in rural Maine. With them, the training extended over a full six weeks. Their comments about the workshop as presented in a questionnaire are personally very gratifying. To quote from a few of them:

> I learned much more than I can ever say or put down on paper. I discovered many things about myself that I never knew existed. I found out why I never spoke out in a group -- the fear of not being understood, and the possibility of my ideas not being accepted by the group. I'm still not too comfortable in a large group, but I feel I manage to say what or how I think. I feel I really have something good to contribute.
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> *

For the first time in my life I really became aware of other people as people rather than objects. As this awareness grew I found myself also aware of myself in a new light. I learned not only to "put myself in their skin" to be aware of them, but I learned a little how to observe myself while in their skin. It's a little like standing outside yourself and watching yourself perform, but not as a detached alter ego but rather from the frame of reference of the other guy. It's weird, but it works after a fashion, but takes constant, conscious effort to keep from lapsing back into earlier patterns.

*

I have learned that I fear to hurt others because I fear to lose their affection, that I have judgmental tendencies, tendencies to being selfish, to interpret the actions of others as threatening, to forget their rights when my security is attacked.

*

Feedback from the students of these teacher-trainees was even more interesting. After the school year was well under way, I asked them, "Have you noticed any changes in the behavior of your teachers?" Below is a sampling of their answers:

They are more concerned. They don't judge a person on the outside. They go deeper and try to help him out and see what's going on.

*

I feel we know them better and they know us better.

*

They pick on us less.

*

We have more fun with them. They don't take us as seriously as before.

*

The student-teacher relationship is different. The teachers are trying to get to know the real you. Their way of teaching is also different.

*

They look like a happier group.

*

I feel we know them better and they know us better.

*

They respect us more and we respect them more.

*

We now have some voice in what takes place in class and school.

ME AND THE BOSTON TEAM

It's very difficult to explain in writing how training workshops achieve such dramatic and positive results with the teachers who attend them. But let me backtrack to my work with the Boston Resource Team. Perhaps if you see how I, as the group leader, interacted with the team you can more easily appreciate the intensity of the learning experience which the group and its leader shared in common.

First of all, it's important to recognize that a group leader like myself is no superman. I have just as many fears and anxieties going into a group as the people I'm supposed to train. With the Boston team, I had particular cause to feel anxious and uncertain of my ground. Shortly before the workshop began, the evaluation staff of EDC's central office in Newton issued a report which, in effect, said the team had thus far failed to achieve its stated objectives. I, myself, was not involved with this demoralizing evaluation report but I could easily be associated with it as part of the central office. Some team members probably looked upon me with suspicion for this reason.

Then too, I was white and the team was black. Finally, I lacked the support of the team leader. The leader, a woman, felt the team could be doing more important things than taking a week off for training. She reluctantly went along with the workshop only because most team members were interested in it.

So I had anticipated serious problems working with this group. On the first day of the workshop, I sensed tension and suspicion in others and reciprocated in kind.

How to overcome these feelings in five days? I fell back, as one must, on my personal style of leadership. Essentially this meant the repeated employment of three strategies:

(1) I would openly share my personal expectations and concerns with the group.

(2) I would show a willingness to listen to and accommodate the concerns of individuals in the group.

(3) I would rely heavily upon exercises to increase our trust for one another.

Actually I didn't do very much with the first strategy. Monday, the opening day of the workshop, I pretended to express my concerns and expectations but in fact expressed only my official concerns, not my personal concerns. My goal for the week, I said, was to use PSLE's to develop our understanding of human relations and group dynamics. Ten PSLE's I developed would act as catalysts for learning about interpersonal relations. I hoped that at the end of the workshop the team members would edit and revise these experiences for a workbook they could themselves use in the schools.

I failed to tell the team my anxieties about the distrust I sensed between us. I hoped to overcome our mutual suspicion in other ways.

The next thing I did, after finishing my introductory statement, was to invite the team to share their own expectations and concerns. They were naturally as polite and guarded as I had been. One participant said he wanted to become more task-oriented; another to learn something about gaining entrance into a strange group; another to know more about the art of group leadership, another to adapt the

workbook of PSLE's to the needs of the inner-city. So that everyone understood right away my leadership style, I told the group I believed in consensus as a good method for group-decision making. Everyone would have a voice in giving direction to the workshop. My role, I said, would be to facilitate the process of achieving the group's expectations.

I tried on a number of occasions to practice what I had preached on that first day. The very next morning in fact, I expressed a concern that the group was letting me assume too much authority and responsibility. I wanted them to initiate ideas for PSLE's and take command of writing and editing the workbook. They agreed that the workbook was after all their product, and they'd better learn to write it. Thereafter individuals volunteered to take responsibility for specific parts of the workbook.

Shortly afterward, a team member came up with an idea for a group exercise. Why not use a Poleroid camera, he said, to take pictures of individuals in the group? The group would then tell the person being photographed how to pose and what they thought of the picture. The photos might be tacked to the bulletin board and used in different ways with the group. I was delighted with this original idea from a participant.

And on the next day, Wednesday, one of the women participants suggested another exercise, "Passing the Emotion," which we promptly carried out. The idea was to communicate a feeling by bodily gesture and then pass that gesture (and accompanying feeling) from person to person. A man moved over and quietly kissed a woman on the cheek. She in turn kissed another woman and the kiss was exchanged

around the group. An embrace was passed around. And then a shove. The exercise ended with four members embracing each other.

My belief in group consensus and shared concerns took a different form on the morning of the third day. I was very much aware that the team was going through a difficult period. Only two weeks before the workshop, the team experienced a change of leadership. Some members resigned; others were fired. Those who remained were looking forward to vacation immediately after the workshop. Turmoil was the natural outcome of these combined pressures. Participants were called away from the workshop on various business and coming late or leaving early because of other commitments of higher priority.

How to react to this outside interference with the workshop? I could have ignored the situation and continued to do "my thing." I could have delivered an ultimatum like this: "You've committed yourselves to this workshop. But it seems you're not taking that commitment too seriously. If you don't play the game my way, I'm going to take my marbles and go home."

Instead, I tried to accommodate the group's understandable anxieties about outside pressures. I started Wednesday's session by raising the issue of outside pressures. These presented real problems for everyone, I said, and had to be considered. If we ignored or suppressed them, they would block the learnings we were seeking to generate in the workshop. I was anxious but not unbearably so about doing "my own thing." After all, we had already gone through eight exercises with only two more to go to realize our minimum goals. I could understand the team's need to discuss together the outside issues which were of utmost concern to them. So I would

encourage an integration of "real world" problems with the attainment of our other goals.

This strategy of accommodation, I hoped, would release some anxiety and foster the climate of trust and openness most conducive to learning. The reaction of the group to what I said is best described as a "sigh of relief". In some ways they felt obligated to the tasks outside, to their team leader, and to me. Hearing from me a willingness to compromise allowed them, in a sense, to deal legitimately with their anxieties and conflicts. That afternoon, upon the suggestion of a participant, we rescheduled the remainder of the workshop. Mornings would now be devoted to PSLE's; there'd be a two-hour lunch break for talking over the team's "real world" problems; and the afternoon would be split between PSLE's and producing the workbook.

But the process of accommodation and renegotiation was not over yet. The very next afternoon I said I was getting anxious about the little time remaining. Should we attempt to squeeze in all the remaining exercises on the original schedule or choose one or two of them? Sharing my concerns about the task helped lessen my compulsiveness and helped members of the group share in the decision-making. The outcome of my request for negotiation was the decision to do only one more exercise, "The Coping Triangle."

My occasional efforts to share my personal concerns and my persistent efforts to listen to and accommodate the ideas and concerns of the group accounted to some extent for the gradual erosion

of the original spirit of suspicion and its replacement by a feeling of trust and group unity. But there can be no doubt that most of the change occurred because of the eight experiences (PSLE's) we went through. Three of these experiences--"Force-Field Analysis," "Communication and Listening," and the "Non-Verbal Exercise"--have already been described. The others are presented in full on the pages that follow. As you read these game-like instructions, you might imagine yourself playing along.

Happy Times

Try to recall a joyous or happy occasion from your childhood (four to eight years old). To assist your memory, think of your parents, friends, house, and neighborhood. Think of times when you might have received praise, won a race, or gone to a party. Take a few minutes to think. Now tell the others in the group what you remembered.

Red Banana Fish

If you had an opportunity to become a certain color, what would it be? Reflect a few minutes. Now tell the group the color you chose and the reasons why you chose it.

Now what fruit would you like to be? Reflect a few minutes. Discuss your choice with others.

What animal would you like to be? (Same procedure as above)

Now list on a piece of paper what you heard each member name as his choice for color, fruit, and animal. Evaluate your listening ability on the basis of accuracies and inaccuracies in this list.

Sharing Needs and Strengths

Brainstorm what you as a group feel to be your strengths. Then list your needs. Brainstorm your needs.

Write on separate index cards three needs and three strengths.

Collect NEEDS cards from everyone and read them aloud. Do the same with the STRENGTH cards.

Select two cards from each deck that seem most significant to you.

DISCUSS: What things can you do to share individual needs and strengths?

Moon Landing

A space capsule has crashed on the surface of the moon. Several of the crew are injured. Two crew members are in good condition. They wish to rendezvous with the mother ship which is 200 miles from the capsule. Both the capsule and the mother ship are on the light side of the moon. The capsule and much of its equipment has been destroyed. The following items have not been damaged.

Rank the following items in their order of importance for survival:

1 box matches
4 pk. food concentrate
50 feet nylon rope
1 parachute silk
1 portable heating unit
two 45 caliber pistols
1 case dehydrated pet milk
two 100 lb. tank of oxygen
1 steller map of moon's constellation
1 life raft
1 magnetic compass
5 gallons water
2 signal flares
1 first aid kit with injection needles
1 solar powered radio

Try to reach a group concensus on the order of items with other members of your group.

Who Am I?

Fold and tear a sheet of paper into nine pieces.

Consider what roles you play in life. (For example, you may be a father, husband, doctor, teacher, truck driver, etc.) Now think about your personality or character traits. (For example, you might see yourself as helper, friend, lover, fighter, angry, peaceful, etc.) In other words, ask yourself, "Who Am I?"

Write each word that comes to mind in answer to this question on the pieces of paper. (Choose both roles and personality traits.) Allow yourself about five minutes.

Now arrange the pieces of paper in order of importance to you, placing the most important role or trait on the top and the least important on the bottom.

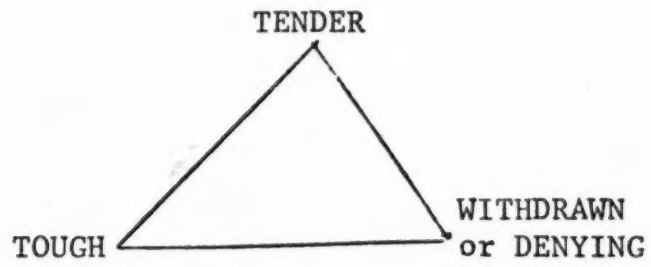
Look at the top paper. Think about it. Remove it from the pile. Think what your life would be like without this characteristic or role. After a minute or so, consider the next slip. Proceed in this way through all pieces of paper.

Select again traits or roles that you value most. Pick up three slips and hold onto them. Then select two or more slips that you wish to get rid of, tear them up and throw them in a trash barrel placed in the center of the group. Pretend that you are in fact rid of the discarded traits.

QUESTION: Did you arrange the slips any differently the second time?

The Coping Triangle

Examine the diagram below:



"In Conflict, I am . . . "

How do you personally cope with emotional issues? Are you tough? tender? Or do you usually withdraw from an emotional issue?

Place a mark on the triangle to indicate how you usually respond. Share your answer with others and explain yourself. Ask others to give you feedback about your perception of yourself.

Each of these exercises performed special functions in advancing the group to a new level.

HAPPY TIMES and THE RED BANANA FISH were essentially warm-up exercises. Introduced on the first day, they were supposed to reduce tension among the team members (and myself).

In HAPPY TIMES, some individuals recalled several incidents; others couldn't recall any. One incident often triggered another both within and between individuals. Gradually the group became noisier and everyone became more active and rather childlike in behavior. But many wondered why they were doing the exercise. What purpose did it serve?

They began to understand when we switched to the RED BANANA FISH. People found it easy and intriguing to select a color, animal, and fish that they most closely identified with. Most members saw value for using it both with children in the school and adults in the community. Up until this time the group had been rather stiff and formal. Now they began to relax. After this exercise, people began to work with each other with some ease and comfort. It was a real breakthrough.

SHARING NEEDS AND STRENGTHS and MOON LANDING were helpful for entirely different reasons. The group came away from these experiences with new ideas about how they could work together as a team. In SHARING NEEDS AND STRENGTHS they concluded that what they needed above all were "support" and "autonomy." What they could contribute best were "team cohesion" and "curriculum skills."

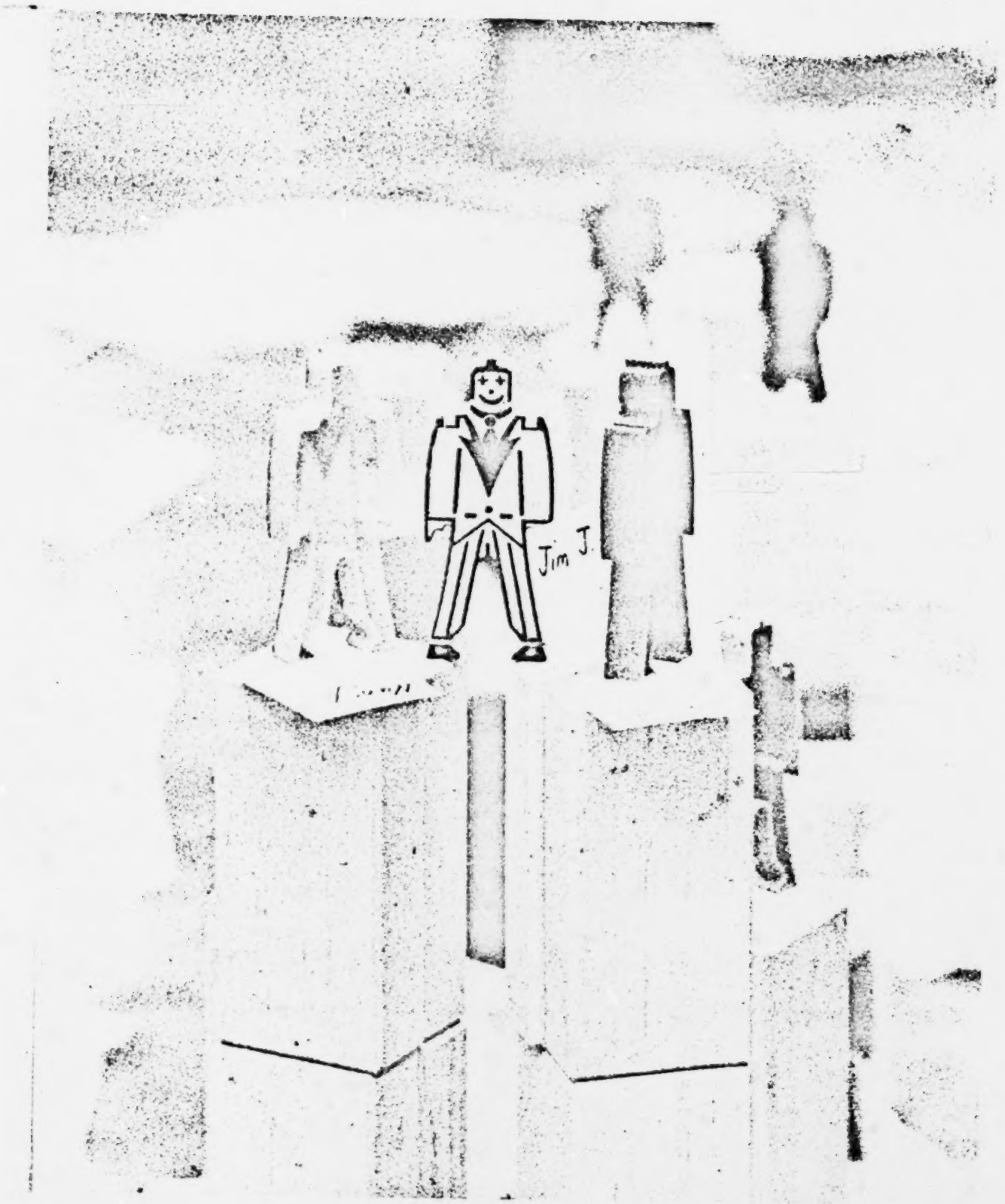
In MOON LANDING, the insights were richer and more diverse. Participants learned about the mistakes that can easily be made in the course of group decision-making. For example, one member with a science background, a strong resource, went unrecognized while two others in the group vied for leadership. How to arrive at group consensus? How to choose a leader? What to do when time was running out? These were all hotly debated issues. Each sub-group experienced confusion over the data on the instruction sheet and a conflict over leadership. Lack of listening was a problem. Main issues were lost sight of. Humor produced negative effects. Killer phrases like "it won't work" and "that's ridiculous" destroyed creative suggestions. There was anxiety, frustration, assumptions and counter-assumptions. Perhaps the chief learning from both MOON LANDING and SHARING NEEDS AND STRENGTHS was the recognition that every group contains within it resources rich enough to solve its problems. Only find a way to utilize those resources and the problem is nearly solved.

Yet another dimension to the group's development was added by the COPING TRIANGLE and WHO AM I? Here the emphasis was on an individual's perception of himself. What did he most value in himself? How did he behave in a conflict situation? In WHO AM I?, participants began to see that they valued some things far more than others. One participant was surprised to discover how highly he valued his capacity for reading. A woman said at first she thought she ranked her wife role ahead of her mother role but then discovered after imagining herself stripped of these roles, that the reverse was true.

The COPING TRIANGLE probably called for the highest level of self-exposure and personal risk-taking. That is why I saved it for the end, when participants trusted each other enough to talk about their personal styles. The feedback we gave each other in this exercise - "I never saw you as 'tough'" and "You certainly didn't ignore conflict last year when you confronted that fifth grade teacher" - was extremely valuable.

This essay on the use of PSLE in training workshops, can only begin to demonstrate their value. After all, they were created on the premise that experience is the best teacher. A written statement is a poor substitute indeed for the intensity and diversity of the feeling and insights generated by even the mildest exercise. I guess that's why I like running workshops better than writing essays. Their impact on people including me, the leader, is, I am convinced, immeasurably greater than the most powerful words in the language.

PART III



	US & THEM	US	YOU & ME	ME
Conflict	1	6	11	16
Problem-Solving	2	7	12	17
Leadership	3	8	13	18
Self-Concept	4	9	14	19
Transfer	5	10	15	20

This section follows step by step from Box #1 in the above grid to Box #20.

For each box there is an exercise that develops a given issue with participants in a workshop. It is possible, therefore, for a group leader to build a workshop around this logical progression of exercises.

What's the meaning of US and THEM, US, and so on along the vertical axis of the grid? US and THEM refers to interaction between two or more groups. US is what happens within a single group. YOU and ME is what happens between two people. ME is what happens to one person alone. Psycho-social learning experiences may be grouped according to which of these social situations they deal with most directly.

Along the horizontal axis, conflict, problem-solving, leadership, self-concept, and transfer are the issues that most frequently arise in a workshop. And they usually arise in the order given. That is, the change process begins with a crisis situation or conflict. This is followed by some problem-solving attempt calling for leadership. Often those involved in the process experience some change in how they view themselves and others (self-concept). The process ends by an action phase or implementation program (transfer).

Central to this section is the question of how an individual can influence the change process. Learning is change. Teachers influence learning. This section is supposed to influence teachers. So the chain is complete and the relevancy of PSLE's to the classroom is established. Each experience may be seen as a metaphor for what happens in schools.

The PSLE's appearing in this section have been used several times in various settings. They served their purpose well. However, they should not be used by an inexperienced person who reads a

US AND THEM

CONFLICT: Cooperation vs. Competition

Exercise - The Coping Triangle

PROBLEM-SOLVING: Groups Working Together

Exercise - The Million Dollar Gift

LEADERSHIP AND INFLUENCE:

Exercise - The Hollow Square

SELF-CONCEPT: "Strength Breeds Strength"

Exercise - Futurology

description of a PSLE, carries it out in a school and expects some specific, predetermined result. This booklet was written to be used by teachers in a workshop setting in which experienced behavioral scientists would be available as resources to the participants. In no sense is the unrestricted use of PSLE's suggested.

Each PSLE is introduced by a brief story or analysis illustrating a given issue. Except where indicated, the stories are true accounts of the working out of leadership issues, conflicts, problem-solving strategies, and definitions of self-concept among teachers and administrators.

CONFLICT: Cooperation vs. Competition

Every day, through the news media, we read and hear of conflict between teacher unions and school boards, administrators and teachers, central office and community, faculty and students, blacks and whites. These conflicts are spreading from universities to high schools and now even to elementary schools.

How do we resolve intergroup conflicts? What strategies do we use and how can we develop a level of tolerance for dealing with conflict?

AN INCIDENT:	TEACHERS' UNION AND SCHOOL BOARD REACH AGREEMENT AFTER LONG DEADLOCK. ROLE-REVERSAL EXERCISE TURNS THE TIDE.

In a small, rural Maine community a unique meeting took place on a Saturday afternoon in March, 1970. Five representatives of the teachers' union met with the five members of the school board around a large square table. Surrounding this central group, the entire teaching staff sat in a large circle and observed. The union and the board had met five times previous to this meeting and were stalemated. The teachers had refused to renew their contracts before the board agreed on an official procedure for negotiations. The situation seemed hopelessly deadlocked.

But then, the night before Saturday's meeting, a group process consultant from the Pilot Communities Program suggested a scheme for opening up communication. He advised the five union representatives to role-play the school board, in the presence of the staff of teachers. The board members in turn would then role-play the teachers. Following the consultant's instructions, the antoganistic parties reversed roles four times.

The effect this role-playing and role-reversal experience had on the union representatives was striking. It allowed them to "ventillate" much of their anger and hostility, to "get into the shoes" of board members and to receive "feedback" from those watching. This experience conditioned them for the next day's encounter. By Saturday afternoon, the five board members and five teachers sitting in the inner circle were able at last to agree upon a method for reconciliation.

The union representatives testified afterward that the major reason for this breakthrough was Friday's "role-playing-reversal" experience. They stated that when they were meeting with the board they were better able to listen, to empathize, and respond to board members. It was the first meeting where there was no anger and personal attacks. Board members agreed that the teacher's new style of behavior influenced them and made their job easier. Both groups felt that for the first time effective communication took place and it was possible for them to work together.

AN EXERCISE: WORKSHOP PARTICIPANTS DISCOVER HOW THEY USUALLY RESPOND IN CONFLICT SITUATIONS

The Coping Triangle

Instructions for Workshop Leaders

(1) Divide a large group into three subgroups. Ask Group I to discuss "the effects of being tough in conflict;" Group II, "being tender in conflict;" and Group III "withdrawing or denying conflict". Allow twenty-five minutes for discussion.

(2) Ask each group to select a representative. The representatives meet in the center of the room with their backs to their respective groups. Ask the representatives to report what they and their group discussed. While the representatives are talking the others are observing. Have the representatives do two things: (1) tell the others what it feels like to be tough, tender, or withdrawing in conflict and (2) give feedback to the others about what effect the other two strategies have on us. In other words, after one person tells what it's like to be tough in conflict, the other two describe what effect toughness has on those who are tender and those who withdraw. Now open the discussion to include the large group and have it go through the same two steps.

(3) The representatives return to their groups. Tell each group to switch positions: tender becomes tough, tough becomes withdrawn and withdrawn becomes tender. Again, allow the discussion to take place for about twenty minutes, select representatives and follow steps one and two again.

(4) Repeat the cycle. Have the tough-tender group discuss withdrawal, the tough-withdrawal discuss tender and the withdrawal-tender discuss being tough. Select representatives and follow steps one and two once more.

This exercise allows group members to examine and, to some extent, feel the various modes for dealing with conflict. One conclusion often reached is that we respond in all three ways. There are occasions when we are inclined to fight, other occasions when we are tender or withdrawing. However, individuals and groups tend to have a bias toward one or the other response. Awareness of this and its effects on others is important.

PROBLEM-SOLVING: Groups Working Together

AN INCIDENT:	SUPERINTENDENT TRIES TO INVOLVE COMMUNITY IN DECENTRALIZATION SCHEME; CONFLICT SPLITS STEERING COMMITTEE; BREECH IS HEALED - BUT ALL IN VAIN.

In December of 1969 the administration of a small, industrial, eastern city school system decided to decentralize. The Superintendent invited over one hundred people from one section of the city to attend a one-day conference about the decentralization proposal. Out of this large group, a steering committee was formed to broaden the base of community involvement in the decentralization process. The steering committee called several meetings, the last of which ended in anger and frustration when a group of fifteen people representing the Spanish-speaking community left in disgust. A student group also walked out. The result was permanent schism. Now two groups met about the decentralization question. There was the original steering committee which had the support of the school administration. It was white, middle class and consisted mainly of teachers. The other group referred to itself as "The People's Committee" and comprised parents, students and community leaders from the black and Spanish speaking areas.

A consultant from the Pilot Communities Program who had been involved in the decentralization process from the beginning attended the "People's Committee" meeting. He pointed out that they had little power to effect substantial change in the school system if they choose to remain outside and act as revolutionaries. He suggested they attempt some reconciliation with the original steering committee and remain involved with the process initiated by the superintendent.

Both groups met in a central office conference room and accepted the Pilot Communities Program consultant's proposal to form a new committee of eighteen people. People were selected and the committee was formed.

But no sooner was the schism ended than the administration scuttled the entire concept. In June the superintendent resigned. In July the new superintendent decided to divide the city into four parts rather than three. The committee of eighteen formed in May never again met.

AN EXERCISE:	THREE SUB-GROUPS TRY TO REACH AGREEMENT ON PROPOSAL FOR SPENDING A MILLION DOLLARS. THEY USUALLY END UP AT LOGGERHEADS AND THEREBY LOSE TITLE TO THE GRANT.

"The Million Dollar Gift"

Instructions for Workshop Leader

(1) Divide a group into three sub-groups, A, B, and C. Tell each sub-group they have fifteen minutes to meet one another and get acquainted so that they can then work together effectively on a common task. They are also to appoint a spokesman or representative from their group.

(2) Ask representatives to sit in the center of the room facing their respective groups.

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(2) Ask representatives to sit in the center of the room facing their respective groups.

(3) Inform the group of their assigned task. They are to pretend that they are from the same school system and a foundation wishes to give their system one million dollars for a school project. The only condition, is that the entire group agree upon what the project should be.

(4) Send the spokesmen back to their respective groups to decide upon a proposal for a project. (Allow fifteen minutes.)

(5) The three spokesmen meet again in the center facing their groups and make their respective proposals.

(6) The task now becomes to merge proposals or accept one. After the exchange of information about proposals spokesmen return to their sub-groups to discuss new ideas and strategies (five minutes). The spokesmen return to the center and meet the other spokesmen and attempt to reach some agreement on how to use the one million dollars (five minutes). Two or more times, the spokesmen meet in the center for five minutes and then return and meet with their sub-groups for five minutes.

(7) The spokesmen tell what they are feeling and then everyone in all three sub-groups tell what they are feeling to their respective groups and then to the group at large .

WHAT HAPPENS:

Most often with this experience, no agreement is reached and thus the school system or the group does not receive the one million dollars. One reason for this is the human tendency to get "locked in" and hold fast to ideas and proposals. It is difficult to "let go" and collaborate with others even when the prize is one million dollars and all stand to gain by working together.

Issues which usually appear are:

Competition: The three groups tend to compete rather than cooperate.

Cooperation: It's often high within each sub-group and low between the three groups.

Group Pressure: The effect on each spokesman, especially when in the center facing his group is very strong.

Delegation: How much power and freedom was given each spokesman and how did it feel to be represented by another?

Decision Making: Did the sub-group generate several ideas before selecting one or did it begin with a single idea? Did everyone agree to the decisions made? Who helped influence the decisions of others? How were the decisions made in each sub-group? How were the spokesmen selected? How was the proposal selected?

Participation: Did all have opportunities to participate? Were some excluded? Was an effort made to draw people out? Did a few dominate? Who spoke most? Who were involved least?

Leadership: Did a leader as such emerge? Was the leader designated? Was leadership shared? Was there any structuring of the group? Who were the leaders?

Roles: Who initiated ideas? Were they supported and by whom? Did anyone block? Who helped push for decisions? How did people feel about their role in the group?

Communication: Did people feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made?

Sensitivity: Were members sensitive to the needs and concerns of each other?

LEADERSHIP AND INFLUENCE

AN ANALYSIS: HOW DO GROUPS INFLUENCE EACH OTHER? THE WASHINGTON INNOVATION TEAM EXERTED ONE KIND OF LEADERSHIP. TEACHERS IN MAINE EXERTED ANOTHER.

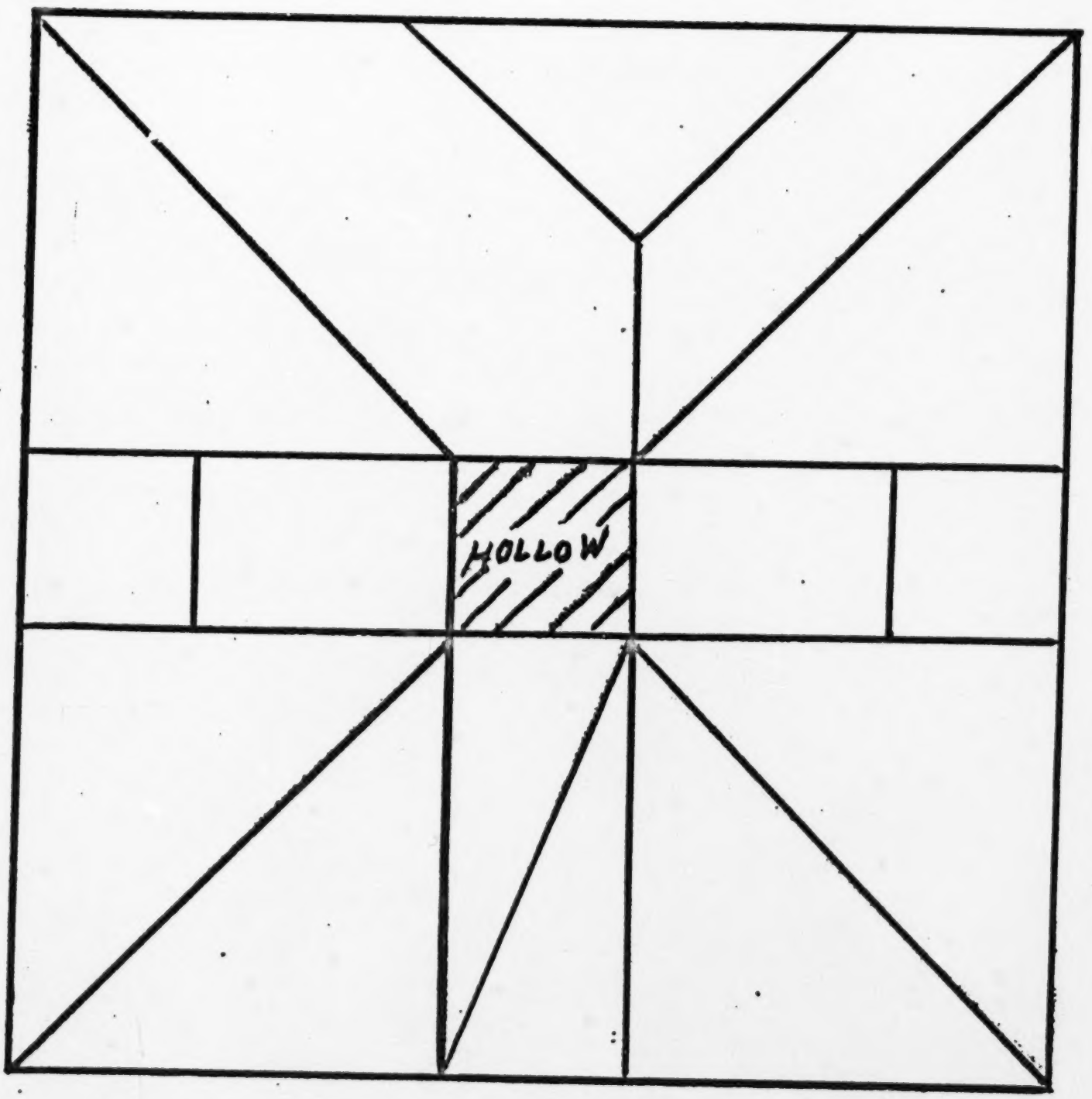
Groups influence each other in two ways - directly and indirectly. Group A has indirect influence when Group B says to itself: "I wish we were like them" and "they seem to be successful; let's do it their way."

In Washington, D.C., the Innovation Team of the Cardozo Model School District enjoyed considerable success as teacher advisors. Such success, in fact, that it became the model for other more innovation teams later added to the D.C. school system.

A more subtle example of indirect influence is provided by a group of fifteen teachers who formed a "process team" in rural Maine. After two summers of training in human relations and group dynamic skills they acted as "facilitators" at teacher committee meetings. They influenced other teacher groups by using problem-solving and conflict resolving strategies learned in workshops. As a group they were a resource to other teacher groups.

Direct influence implies more contact and control ofone group by another. For instance, in rural Maine teachers joined parents in working committees to attack various educational problems. The initiative of these teachers increased greatly the involvement and commitment of parents to school reform. This same group of teachers invited their pupils to participate at faculty meetings. The teachers took full responsibility for leading both the parent group and the student group and therefore exerted a direct form of influence.

AN EXERCISE: PLANNING TEAM TRIES TO INSTRUCT OPERATING TEAM HOW TO ASSEMBLE SIXTEEN PIECES OF A PUZZLE. ATTENTION TO INTERNAL COMMUNICATION IS KEY TO SUCCESS.



THE HOLLOW SQUARE

Instructions for Workshop Leader

(1) Divide group into three components.
In a group of ten, four members compose the "operating team;" four members compose the "planning team;" and two members serve as observers. (If the group numbers more than ten there may be more than two observers.) Give the operating team its instruction sheet and suggest that it go to another room. Give the planning team its instruction sheet and suggest that it begin to work. Give both observers their instruction sheets and have them observe as directed. (See instruction sheets on the following three pages.)

(2) Divide the sixteen pieces from the hollow square into four piles. Give a pile of four pieces to each member of the planning team. These pieces may be clipped together or simply placed on a table in front of each member of the planning team. Also, give to the planning team a sheet with the hollow square assembled.

NOTE: During the planning period the observers should concentrate on the planning team. During the instruction period they should look at both the planning and operating team. Finally, during the assembly period the focus should be on the operating team.

BRIEFING SHEET FOR OPERATING TEAM

(1) You will have responsibility for carrying out a task for four people according to instructions given by your PLANNING TEAM. Your PLANNING TEAM may call you in for instructions at any time. If they do not summon you before a stated time you are to report to them anyway. Your task is scheduled to begin promptly at _____ after which no further instructions from your PLANNING TEAM can be given. You are to finish the assigned task as rapidly as possible.

(2) During the period when you are waiting for a call from your PLANNING TEAM it is suggested that you discuss and make notes on the following:

a. The feelings and concerns which you experience while waiting for instructions for the unknown task.

b. Your suggestions on how a person might prepare to receive instructions.

(3) The notes on the above will be helpful during the work group discussions following the completion of your task.

BRIEFING SHEET FOR PLANNING TEAM

Each of you will be given a packet containing cardboard pieces which, when properly assembled, will make a hollow square design.

Your Task

During a period of 45 minutes you are to do the following:

(1) Plan how the 16 pieces distributed among you should be assembled to make the design.

(2) Instruct your OPERATING TEAM on how to implement your plan (You may begin instructing your OPERATING TEAM at any time during the 45 minute period -- but no later than 5 minutes before they are to begin the assembling process.)

General Rules

(1) You must keep all pieces you have in front of you at all times.

(2) You may not touch or trade pieces with other members of your team during the planning or instructing phase.

(3) You may not show the sheet with the detailed design to the OPERATING TEAM at any time.

(4) You may not assemble the entire square at any time (this is to be left to your OPERATING TEAM).

(5) You are not to mark on any of the pieces.

(6) Members of your OPERATING TEAM must also observe the above rules until the signal is given to begin the assembling.

(7) When time is called for your OPERATING TEAM to begin assembling the pieces you may give no further instructions, but are to observe the operation.

BRIEFING FOR OBSERVING TEAM

You will be observing a situation in which a PLANNING TEAM decides how to solve a problem and gives instructions to an OPERATING TEAM for implementation. The problem consists of assembling 16 pieces of cardboard into the form of a hollow square. The PLANNING TEAM is supplied with the general layout of the pieces. This team is not to assemble the parts itself but is to instruct the OPERATING TEAM on how to assemble the parts in a minimum amount of time. You will be silent observers throughout the process.

Suggestions For Observation

(1) Each member of the OBSERVING TEAM should watch the general pattern of communication but give special attention to one member of the PLANNING TEAM (during the planning phase) and one member of the OPERATING TEAM (during the assembling period).

(2) During the Planning Period watch for such behavior as this:

a. The evenness or unevenness of participation amoung PLANNING TEAM members.

b. Behavior that blocks or facilitates understanding.

c. How the Planning Team divides its time between planning and instructing (how early does it invite the OPERATING TEAM to come in?).

d. How well it plans its procedure for giving instructions to the OPERATING TEAM.

(3) During the instructive period (when PLANNING TEAM is instructing the OPERATING TEAM) watch for such things as these:

a. Who in the PLANNING TEAM gives the instructions (and how was this decided?).

b. How is the OPERATING TEAM oriented to the task?

c. What assumptions made by the PLANNING TEAM are not communicated to the OPERATING TEAM?

d. How full and clear were the instructions?

e. How did the OPERATING TEAM members react to the instructions?

f. Did the OPERATING TEAM feel free to ask questions of the planners?

(4) During the assembly period (when the OPERATING TEAM is working alone) watch for such things as these:

a. Evidence that instructions were clearly understood or misunderstood.

b. Non-verbal reactions of PLANNING TEAM members as they watch their plans being implemented or distorted.

WHAT HAPPENS:

Ordinarily, neither the planning group nor the operating group, when separated, devote time to improving internal collaborative relationships. If neither group is concerned with internal communication and conflict, the possibility for this conflict or misunderstanding within each group to overflow into the other group during the instruction stage is very high. If there are unresolved issues at the end of the forty-five minute period within either group and especially within the planning group, these issues will effect the instruction and implementation stage of the experience. However, if both groups move toward improvement of internal collaborative relationships, the basic concepts required for inter-group problem solving are already grasped, and can be used for development and maintenance of relations and communication between the two groups.

Teacher-administrator, student-teacher, child-parent, central office-school relations, and inter-departmental conflicts represent separate classes of inter-group relations requiring somewhat specialized approaches. In such relations it may be impossible for one group, which has itself moved toward collaborative operation, to induce the other group to do so. (For a more detailed description of procedures for improving inter-group relations see Blake, Sheppard, and Mooton, Managing Inter-group Conflict in Industry, Houston Texas, Gulf, 1964).

SELF-CONCEPT: "Strength Breeds Strength"

AN INCIDENT:	ROSAIRE PARADIS (TEACHER AND POTATO FARMER) ADMITS HIS TEAM HAS FAILED BUT ASSERTS NEW PURPOSE AND ASKS FOR MANDATE.

Rosaire Paradis, a potato farmer, lumberman, basketball/baseball coach, and teacher rose slowly from his seat at a faculty meeting in a school in rural Maine.

Rosaire was known to the others as a member of a group of fifteen teachers who called themselves the "Process Team." The team was supposed to act as group facilitators for the rest of the faculty, but during its year of existence, it had floundered badly. The team wasn't even certain any more what its purpose was.

Three days before Rosaire rose to address his peers, he and the others on the team had met with three group process consultants from the Pilot Communities Program. The entire team was discouraged and confused. They expressed their concerns in a training exercise (PSLE) introduced by the consultants and in the next three days experienced four more exercises. At the end of the workshop their outlook had changed from pessimism to optimism. They wanted to continue to exist as a team concentrating their energies on curriculum development. Their last act was to choose Rosaire Paradis to be their spokesman at the faculty meeting the next day.

Rosaire, rising from seat, faced the assembled faculty and said in a loud voice:

> "Hear me! I am the process team. I'm one year old, healthy and strong. Last year I got off to a good start but as the year progressed I regressed. I got caught up with myself and spent entirely too much time in inspecting and examining my own navel. I know many of you who liked me and supported me lost confidence in me and felt I was of little help to you. I'm afraid you had good cause.
>
> "For the past three days I've been involved in something called psycho-social learning. Early in this period I had to make a choice whether to fold up my tent and go away to die or try a come-back. After considerable soul searching, thought and discussion I've decided I've got something to give you and by God I'm going to try again.
>
> "For the past two years I've learned alot about communication and learning. I've learned alot about myself, for I want to share these learnings and myself with you. I want to help you listen and communicate better. I want to assist you in solving problems and making decisions. I want to help you not only resolve and manage conflict but use it. I want to aid you when you meet in groups. I want to give you feedback about the process taking place when you meet. In short, I want to be your facilitator.

Rosaire sat down. There was a pause. Then all fifty-five teachers began clapping and shouting: "We want Rosaire! We want Rosaire!"

US

CONFLICT: Cooperation vs. Competition

Exercise -

PROBLEM-SOLVING: Reaction vs. Pro-action

Exercise - The Island

LEADERSHIP: Autocracy vs. Democracy

Exercise -

SELF-CONCEPT: Feedback

Exercise - The Red Banana Fish

CONFLICT:

To be developed. . . . .

Problem-Solving: Reaction vs. Pro-action

> AN INCIDENT: WASHINGTON TEAM DISCOVERS LACK OF INITIATIVE IN ITS PAST PERFORMANCE; DECIDES TO ADOPT MORE ACTIVE STRATEGY.

The sixteen members of the Innovation Team in Washington D.C. had been working together for two years before they realized, at a two-week trainingsessio that for the most part they had been functioning as "reactors", not "pro-actors".

Rather than taking initiative themselves, they had waited for teachers and administrators to call upon them for assistance. Their function, it seemed, was simply to put out "brush fires" and be available to meet crisis situations. They understood that this was part of their job and that by "reacting" they had built a considerable amount of trust and credibility with both teachers and administrators in their district. Yet at this point they felt they were capable of doing more and wanted to exercise leadership.

Now at the training session, the team decided to change its approach. They would continue many of their past functions but each member would also consider initiating something new. They were going to both "react" and "pro-act". React for others and pro-act for themselves. No longer would they depend on others to determine what they would do. Instead they would brainstorm, plan and implement new strategies and programs to improve their school.

In the following exercise a group has the opportunity to either <u>react</u> and survive on an island or <u>pro-act</u> and build a community. At times the distinction is fine butover time it becomes very clear whether you're reacting or pro-acting. Reaction maintains the <u>status quo</u>. Proaction leads and changes.

AN EXERCISE: GROUP ORGANIZES FOR SURVIVAL ON DESSERTED ISLAND, DISCOVERS DIFFERENCE BETWEEN REACTING AND PRO-ACTING.

(1) Tell the group: "You were on a ship and it sank. Either by floating or swimming this group has landed on an island. The island is a 'healthy one' and can sustain life. Your task as a group is to organize yourselves for survival."

(2) For intergroup learning between teachers and children, parents and teachers, etc, it is best to form two island groups. Send each to a separate area so that they assume they are alone on the island. Then, after an hour or so, select a member from one island group and show him that there is another group on the island besides his party. The next move is up to him.

What Happens:

On one occasion when the island exercise was used, the group divided into unequal sub-groups. There were twelve in the larger group, and four in the smaller. Both groups worked in separate rooms until one member of the larger group was led to "discover" the small group.

After a half hour of mutual visitations back and forth the large group now invited the small group to join it. Entrance and assimilation of one group by another became an issue.

Within the small group leadership and decision-making had been only minor issues and the group was able to organize itself in a relatively short time. By contrast the large group had trouble organizing themselves for survival. For them, issues of leadership, competition, decision-making, and personality conflicts interfered with the task. The small group was naturally reluctant therefore to join the large group.

Through this exercise, the Washington Innovation Team learned how they, as a small group, must look like to the larger system. The team at this time was concerned about its usefulness to and survival in the school system.

LEADERSHIP: Autocracy vs. Democracy

To be developed. . . . .

SELF-CONCEPT: "Feedback"

AN INCIDENT: (to be developed)

AN EXERCISE:	PARTICIPANTS GAIN FEEDBACK ABOUT THEMSELVES DISCUSSING WHAT KINDS OF COLOR, FRUIT AND ANIMAL THEY WOULD LIKE TO BE.

"The Red Banana Fish"

Instructions for Workshop Leader

(1) Divide the group into sub-groups of three or four people.

(2) Ask each participant to choose a color that he would most want to become, if he had the chance. (Sometimes it helps to ask participants about their favorite color.) Allow a few minutes for reflection and then suggest that they share their respective colors with other members in the group not only identifying the color but also giving reasons why they chose it.

(3) Now ask the participants to choose what fruit they would like to be. Again, give some time for reflection and then suggest that they discuss with the other members in the group the reasons for their choices.

(4) Finally, ask the participants to select what animal they would like to be. Have the participants again explain their choices to members of their small group.

(5) This experience may be expanded to include countries, furniture, vegetables, cities, clothing, etc.

What Happens:

A person's choice of color, fruit and animal tells something about him. It also gives him an opportunity to talk about himself to other people. Frequently, in these discussions there is a considerable amount of humor and spontaneity.

If a group has some history together they may give "feedback" about a person's responses. This gives each group member a chance to hear how others perceive him.

ME AND YOU

CONFLICT: Cooperation vs. Competition

Exercise - Mirroring and Hand Fighting

PROBLEM-SOLVING:

Exercise - Communication and Listening

LEADERSHIP:

Exercise - The Trust Walk

SELF-CONCEPT: The Helping Relationship

Exercise -

CONFLICT: Cooperation vs. Competition

A DIALOGUE: CLASSROOM DISPUTE BETWEEN TEACHER AND STUDENT BEGINS AND ENDS IN PROFANITY.

(Dialogue is fictitious representation of a real classroom situation.)

KID: Bullshit.

TEACHER: What did you say?

KID: You heard me.

TEACHER: Come up here.

KID: No.

TEACHER: Did you hear me?

KID: Yeah.

TEACHER: Yes, please.

(Silence)

All right, I'll come to you. Now what did you say?

KID: You heard me.

TEACHER: Say it again, I'm not sure I heard you.

KID: No.

TEACHER: If you don't tell me what you said, I'll send you to the principal's office.

(Silence)

TEACHER: Did you hear what I said?

KID: Yeah.

TEACHER: Yes, please.

(Silence)

TEACHER: For the last time, what did you say?

(Silence)

All right, I'm going to send you to the principal's office.

KID: What for?

TEACHER: For being obstreperous, uncooperative, difficult and a trouble maker.

KID: That's not true.

TEACHER: Are you calling me a liar?

KID: No

TEACHER: I think you are. Now for the last time, what did you say?

(Silence)

TEACHER: All right, you asked for this. Here is a corridor pass. Go to the principal's office.

KID: (as he leaves) 'Bullshit'

AN ANALYSIS:	TEACHER-STUDENT CONFLICT RESEMBLES WAR BETWEEN NATIONS. TRUST-BUILDING PROCESS IS VITAL TO PEACE IN THE CLASSROOM.

In this dialogue there is no true communication between teacher and student. Responses by both are negative and hostile. Proposals and ideas are resisted and rejected. The teacher appears to have the power and is in overt control but the pupil although seemingly powerless is exercising indirect control. Both resent the other. Both are probably angry. Both make assumptions about the other. The pupil sees the teacher as a policeman, dictator or the enemy while the teacher views the pupil as a disrespectful trouble-maker.

The conflict is interpersonal. It is similar to intergroup conflict where commands are given and threats made. It resembles what takes place between nations close to or at war. For example, the Jews warn and threaten the Arabs. The Arabs resist or refuse to heed the warning. The Jews then attack.

In the dialogue, the teacher's attitudes, perceptions and assumptions about the student were based on mistrust. His reactions were therefore defensive. The kid said, "bullshit" and the teacher's immediate reaction was to bring out the biggest gun in his arsenal - the threat to send the offending student to the principal's office. In effect, this threat was a declaration of war.

One way to end an intergroup or interpersonal war is for both parties to agree to a truce, a period of peace, a time for rethinking and "bridge-building". Similar to what happened between the United States and Germany after World War II, a process of building mutual respect and trust between warring parties is necessary. It's not sufficient to simply stop fighting. Positive acts by one or both parties are required.

Ordinarily, it's more convenient for the teacher to begin this trust-build process than it is for the pupil. Trust breeds trust. If a teacher respects a student, the pupil in turn will respect the teacher. Communication is enhanced and conflict lessened.

TWO EXERCISES: INDIVIDUALS IN PAIRS MIMIC EACH OTHER AND ENGAGE IN NON-VERBAL BATTLES. THEY LEARN ABOUT THEIR TYPICAL RESPONSES TO LEADERSHIP AND CONFLICT.

"Mirroring"

Instructions for Workshop Leader

(1) Divide the group into pairs. Ask each pair to stand and face one another. Tell them that each is the mirror for the other. What one does the other must do. This is a non-mental exercise.

(2) After three minutes have each pair discuss what they were thinking and feeling while "mirroring".

What Happens:

"MIRRORING" allows a person to both lead and follow another. Some are most comfortable leading while others prefer to imitate and follow. Often two people are able to manage "shared leadership" by continually shifting the roles of leader and follower.

"Hand Fighting"

Instructions for Workshop Leader

(1) Form pairs. Ask each pair to use their fingers and hands to fight and make-up, to play and to communicate. This is a non-verbal exercise.

(2) After three minutes have each pair discuss what they were thinking and feeling during the experience.

In the "HAND-FIGHTING" experience a person gains insight about his tolerance for conflict. Some people enjoy fighting, others avoid it. Some dominate, others become passive. Some prefer to be gentle, others rough. Some want to play while others wish to fight. Some become uncomfortable and stop well before the end of the three-minute interval; others don't want to stop. All of these reactions provide data for discussion and insight regarding two issues: conflict and non-verbal communications.

PROBLEM-SOLVING: Together

A DIALOGUE:	INTERROGATOR ASKS FOR PERSONAL PROBLEM TO BE DEFINED AND REDEFINED. RESPONDENT'S PROBLEM CHANGES FROM "BACK TO NATURE" TO "ATTITUDE REFORM".

(Dialogue is taped record of a real interview.)

PLEASE STATE YOUR PROBLEM.

My problem is to find the freedom to escape from the human rat race, the everyday world and business problems, city problems, pollution, etc. How to escape the whole mess. Do you know what I mean?

COULD YOU STATE THE PROBLEM DIFFERENTLY?

My problem is to find the freedom to escape.

ARE YOU SURE THAT'S THE PROBLEM?

Yeah.

(Long pause)

CAN YOU THINK OF ANOTHER WAY TO STATE THE PROBLEM?

You're trying to pull it out of me.

COULD YOU STATE IT MORE SPECIFICALLY?

Well, material things hold me down. Things such as the car and the furniture.

SO NOW WHAT'S THE PROBLEM?

How can I break away from material, physical things?

IS THAT THE PROBLEM?

Yes, I think so. My problem is that I want to get away.

SO WHAT'S THE PROBLEM?

(Laughter)

What's the problem! The problem is being able to break away from all the luxuries. Getting back to basics. Having the strength to do it. If this is really what I want then I should be able to to do it.

CAN YOU STATE THE PROBLEM IN A SIMPLE STATEMENT?

No, I don't think I can. Well, okay, simple statement. Let's see. The problem is I'm unhappy in being in today's rat race, the rat race of life. I would be content to break away and leave everything behind. Period. But how do I do it is the next question.

TRY TO STATE THE PROBLEM AGAIN.

How can I give up what we have worked hard for but are unhappy with to live off the land in nature?

IS THAT THE PROBLEM?

Another way to state it is that maybe I need to look at things differently. Maybe I need to learn how to accept things and not be so negative.

HOW WOULD YOU STATE THE PROBLEM NOW?

How can I change my attitude?

NOW, LET'S PHRASE THE PROBLEM IN A WAY THAT'S MOST COMFORTABLE, RIGHT, AND CAPABLE OF SOLVING.

How can I change my viewpoint? How can I see the good and accept what I have while, at the same time, moving away from the material and toward the natural?

Some experts claim that when a problem is clearly stated and understood it is fifty percent or more solved. The above dialogue allowed an individual to explore a problem and see it in a new light.

What is not conveyed in the dialogue is the tone, the manner, the non-verbal gestures and communication that goes on between the interviewee or problem-sender and the interrogator or problem-reflector. How the reflector states his questions (IS <u>THAT</u> THE PROBLEM? ARE YOU <u>SURE</u> THAT'S THE PROBLEM?) in no small way determines the effectiveness of this procedure.

AN EXERCISE: PARTICIPANTS SEND AND RECEIVE VERBAL MESSAGES UNDER CONTROLLED CONDITIONS, LEARN ABOUT EMOTIONAL BLOCKS TO EFFECTIVE COMMUNICATION.

"<u>Communication and Listening</u>"
Instructions for Workshop Leaders

(1) Display the following diagram.
<u>Figure 1.</u>

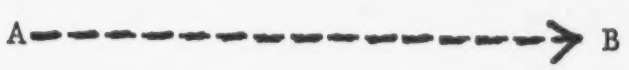


Figure 2.

Explain: "The process of communication may be conceived as shown in Figure 1. Individual A sends a message and individual B receives it. Figure 2 shows what often happens. There is usually an arc of distortion between what A sends and what B receives. The reason for this is that the content sent by A is packaged in some way by A's own emotional disposition at the time. The receiver in turn may add to the package, depending on his frame of mind. As a result, the distortion may be so great that B receives very little or none of the content. A possible remedy to this problem is suggested by the following experience."

(2) Select two people in the group with differences of opinion on some matter. Appoint a MONITOR to sit in with them in a circle (fishbowl) inside the larger group circle, thus:

A is to send a message in small packages as clearly as possible. He must organize his thoughts so as to present them logically and concisely. B meanwhile is to listen to A as attentively and objectively as possible. The job of the MONITOR is to intervene at opportune times. He must trv to be objective on content to intervene at the right moment and not become "locked in". At various points the MONITOR requests B to give A feedback on what B actually heard. If A is satisfied with B's reception he sends the next package. If A isn't satisfied he restates his first message and feedback is again given. This procedure is carried on for approximately 15 minutes.

(3) After the above demonstration, break up the group into threesomes. Within each threesome, one is the sender, A, another is the receiver, B, and the third person is MONITOR. After ten minutes, the roles are switched and then again after another ten minutes so that each member of the triad has a turn at being A, B and MONITOR.

What Happens:

At the end of the experience people usually discover the following blocks and aids to communication:

Some BLOCKS to communication on the part of sender, A are:

unorganized thinking
too large a package at one time
speedy delivery
projection
uneasy feeling towards B

BLOCKS on the part of the receiver, B:

preconceived notions about A, or topic
tension in effort to listen
projection
emotional reaction
distraction or lack of interest

Some AIDS to communication on the part of A are:

clear, brief delivery
low level of emotion
objectivity
feeling of ease with B

AIDS on the part of B:

attentive listening
open-mindedness
withholding of emotional reaction
feeling of ease with A

At a staff-development workshop, two members of the Washington Innovation Team asked to look at inter-personal conflict resolution. Two people requested that they work out an inter-personal conflict before the group. Both participants had long felt a loss of trust and credibility between them. They had grown from being close friends to distant acquaintances Furthermore, they felt that their conflict was increasing and at times dysfunctional to the work of the team. The participants took turns sending and receiving messages and the MONITOR intervened when appropriate. After an hour of this, the two people embraced one another and agreed to make every effort to keep the channels of communication open between them.

Through the "Communication and Listening" exercise, members of the Innovation Team learned that they had the resources and methods to deal effectively with inter-personal conflict.

LEADERSHIP

A DIALOGUE: TEACHER SEEKS HELP FROM PRINCIPAL. PRINCIPAL LECTURES HIM ON HIS SKILL AND SUPERIOR PERCEPTIONS AS A FORMER GUIDANCE COUNSELLOR.

(Dialogue is fictitious representation of common confrontation in a principal's office.)

TEACHER: Sorry to bother you but may I talk to you for a few moments?

PRINCIPAL: Of course, could you wait a minute or so while I finish writing this report?

(Two minute pause)

PRINCIPAL: All right, now what is your problem?

TEACHER: Well, it's the same one we discussed last week.

PRINCIPAL: Oh, the one about the classroom order?

TEACHER: Well, not exactly.

PRINCIPAL: Oh, well then what is it?

TEACHER: It's about what happens to the kids I send to you for discipline matters.

PRINCIPAL: Oh, and what's that?

TEACHER: Well, it seems that nothing happens. There is no change in the kid's behavior when he returns to the classroom.

PRINCIPAL: I find that hard to believe.

TEACHER: I'm not certain but it seems there is little change.

PRINCIPAL: Maybe you are not aware of any change but it has been my experience that frequently after I speak to a kid there is an attitudinal change.

TEACHER: Attitudinal change?

PRINCIPAL: Yes, a change in perception. As you know before I was a principal I was a guidance counselor and I became skilled in helping kids solve their problems.

TEACHER: Will this help keep order in my classroom?

PRINCIPAL: It should. You see discipline problems arise from lack of motivation. If kids are motivated to learn they don't cause trouble. What I do is motivate them. I point out what they have to lose if they misbehave and disturb a teacher and the class. And what they have to gain if they do what they are told.

TEACHER: Does this approach work?

PRINCIPAL: I think it does. It takes me about ten minutes to motivate them and when they leave my office they see things differently and agree with what I say.

TEACHER: It sounds so simple.

PRINCIPAL: It is.

TEACHER: Thank you and sorry I bothered you.

PRINCIPAL: No bother, come back again.

AN ANALYSIS: PRINCIPAL IS A POOR LISTENER. HE WOULD DO WELL TO ADOPT THE "ECHO" APPROACH.

Problem-solving depends less on handing out recipes and advice than it does on empathetic listening. The following poem helps illustrate this point:

The mind
can solve a problem
but the problem
will not cease;

Conflicts
only are resolved
through emotional release.

Another illustrative statement comes from an old magazine:

Listening is a magnetic and strange thing, a creative force. . . .The friends that listen to us are the ones we move toward, and we want to sit in their radius as though it did us good, like ultraviolet rays. . . .When we are listened to, it creates us, makes us unfold and expand. Ideas actually begin to grow within us and come to life. . . .It makes people happy and free when they are listened to. . . .When we listen to people there is an alternating current, and this recharges us so that we never get tired of each other. We are constantly being re-created.

Now there are brilliant people who cannot listen much. They have no ingoing wires on their apparatus. They are entertaining but exhausting too. I think it is because these lecturers, these brilliant performers, by not giving us a chance to talk, do not let us express our thoughts and expand; and it is this expressing and expanding that makes the little creative fountain inside us begin to spring and cast up new thoughts and unexpected laughter and wisdom.

I discovered all this about three years ago, and truly it made a revolutionary change in my life. Before that, when I went to a party I would think anxiously: "Now try hard. Be lively. Say bright things. Talk. Don't let down." And when tired, I would have to drink a lot of coffee to keep this up. But now before going to a party, I just tell myself to listen with affection to anyone who talks to me, to be in their shoes when they talk, to try to know them without my mind pressing against theirs, or arguing, or changing the subject. No. My attitude is: "Tell me more. This person is showing me his soul. It is a little dry and meager and full of grinding talk just now, but presently he will begin to think, not just automatically to talk. He will show his true self. Then he will be wonderfully alive. . ."

Think what might have happened in that scene in the principal's office if the teacher had been encouraged to say more than the principal. Supposing the principal had followed what the psychologist Carl Rogers calls the "echo" approach. He would then have concentrated simply on keeping on the teacher's "wavelength" of thought. The principal who employs this approach might discover that his method for solving problems is not an appropriate one. Some of his ideas might help but they can never give the complete solution. Frequently, what the teacher is really asking for in this situation is not a solution but support. "Allow me to work out my own problems," the teacher is saying by coming to the principal. "Allow me to exercise initiative in solving this problem and will you back me up?"

There is a place for both expert advice and empathetic listening. Knowledgeable solutions based on intelligent insights and experience are acceptable to teachers when they're packaged in a warm, human empathetic response. Knowledge alone is not what the teacher is asking. Empathy alone is not what he's asking either. He wants both. Together they seem to help.

Of course it takes considerable effort to listen empathetically to someone. For instance, a principal may be absorbed in preparing a budget report or writing a speech and someone from his teaching staff drops in for a conversation. He could convey to this person impatience and distraction as he talked. On the other hand, he may realize the importance of giving top priority to the people working for him; if so, these interruptions become extremely valuable. If he stops doing what he is absorbed in, changes his thinking to concentrate on what the person wishes to say, makes an effort to respond empathetically, several things can happen. First, their personal relationship can improve. Credibility and trust between them is increased. Also, they both can share with one another some of their concerns.

Sometimes the principal can even share with the visitor what he is working on and what some of his problems are at that moment. This reflex to drop everything and concentrate fully on the visitor to his office has dividends both for that person, for the principal and, also for the task that they are involved in.

> AN EXERCISE: PARTNERS TAKE TURNS BEING BLINDFOLDED AND LED DOWN CORRIDORS OF A BUILDING. THEY LEARN ABOUT TRUST AND RESPONSIBILITY.

"The Trust Walk"

Instructions for Workshop Leader

(1) Divide a group into pairs. Have one person in the pair pretend to be blind for fifteen minutes while his partner leads him and helps him explore the surrounding environment. (Use blindfolds if convenient.)

(2) Reverse roles for another fifteen minutes.

(3) Discuss how it felt to be blind and to be the leader. How did communication take place? What was easiest, leading or following?

What Happens:

This experience allows a person both to be almost totally dependent on another when blind and almost in complete control of another as the person leading. When blind a person is uneasy at first, but then gradually adjusts and may even feel most secure while being provided for and led. Usually, after a few minutes a communications system of touch and feel develops. From this exercise, people learn about their risk-taking level. They often compare the experience with real-life situations in which they were hesitant and fearful to try something new and different and then found that it was not as bad as anticipated. Insights sometimes occur about how you feel when you abandon yourself and allow someone else to direct and lead you.

Frequently, people who are rather compulsive and must control everything find this a very valuable experience. Sometimes people learn that they can handle responsibility better than they thought. As the name of the experience indicates, trust commonly develops between the two persons in partnership which teaches them that openness and trust can develop without a single word being spoken.

SELF-CONCEPT: The "Helping Relationship"

AN INCIDENT: ROLE-PLAYING HELPS RESOLVE CONFLICTS AND REHEARSE PRESENTATIONS. GROUP IN BRIDGEPORT ROLE-PLAY IN PREPARATION FOR MASS MEETING.

Role-playing is an excellent technique for resolving interpersonal conflicts. We have already seen how dramatic breakthroughs can result when two parties to a dispute reverse roles, assume the other party's position and try to enter his shoes.

Role-playing is also useful as a kind of dress-rehearsal for a major event. In Bridgeport, a group of twenty people faced the challenge of conducting three mass meetings on an educational issue. The group met with a consultant from Pilot Communities to help them prepare for their task. They selected three chairmen who, upon the consultant's suggestion, addressed the small group as if it were the audience at the mass meeting. The group then offered feedback on their presentations. This procedure worked well to loosen up all members of the planning group for the forthcoming meeting.

AN EXERCISE: (to be developed)

ME

CONFLICT: Ambiquity

Exercise -

PROBLEM-SOLVING: Assumptions

Exercise - Force-Field Analysis

LEADERSHIP: Self-Direction

Exercise -

SELF-CONCEPT: "I'm Important"

Exercise - Who Am I?

CONFLICT: Ambiguity

To be developed. . . . .

PROBLEM-SOLVING: Assumptions

We've always done it this way.

I'm going to do it this way because I feel like it.

Both Newton and Einstein said to do it this way.

Observe, analyze, conclude.

Be aware, imagine, incubate, wallow, create and do.

Ignore them. They're all ignorant jackasses.

A = B

B = C

A = C

The Good Book says: "An eye for an eye, a tooth for a tooth."

I can't explain it but my way is best!

Title IV, article 7 section 3a,part 8 paragraph 2, line 6. . .

AKREUKRAEK
EAURAEUKRA

AAAA EEEE KKKK
RRRR UUUU

A E K R U

U R E K A !

A POTPOURRI: EVERYONE HAS FAVORITE METHOD FOR SOLVING PROBLEMS. ONE TEACHER EXERTS TIGHT, MILITARY CONTROL. ANOTHER HAS KIDS SOLVE PROBLEMS FOR HER.

How to solve problems? Each of us solves them differentlv. Each of us solves them in a similar way. I solve them differently today than I did yesterday, last week, last year. As I change, my problem-solving ability and "method" changes. There is no one way.

An elderly, black elementary school principal in her late fifties solved problems by preventing them from happening. One of her strategies was to keep complete control over all the doors to the classrooms, the building and the lockers. In her office she had a cabinet with every key to every lock in the school building.

Another teacher in the inner city also prevented problems by issuing detailed regulations to her pupils. At the sound of a bell the pupils would form in lines to march into the classroom. At a given signal they would take off their boots, then their coats, then their hats. Another signal and they would sit down. The procedure for leaving the classroom was similarly prescribed. No pupil would be recognized by the teacher unless the pupil raised an arm straight and did not make any noise. Certain areas of the classroom such as the rug in front of the teacher's desk were off limits to the pupils. The pupils were forbidden to ever touch anything on the teacher's desk or in the classroom storage closet. The teacher explained that these regulations enabled her and the pupils to do their job of learning. The strict structure provided security for both the teacher and the students. She felt that only in an orderly environment could learning and teaching take place. If some unforeseen circumstance should happen she would immediately make a regulation about it. She used this as an instance for her flexibility and referred to her system of control as "organic regulation."

A third teacher used a completly opposite system for solving classroom problems. She wanted students themselves to be responsible for problem-solving in the classroom. One day one of the students knocked over a bucket of water. The teacher noticed this but didn't do anything. One of the little girls in the class said to the teacher that the bucket was knocked over and that there was water on the floor and it was very messy. The teacher agreed with her that it was a mess. She then asked the little girl what she was going to do about it. The little girl asked for some help and in a short time three of the pupils obtained mops, papers and rags and cleaned the floor completely. The teacher meanwhile continued to work with the other pupils.

AN EXERCISE:	RE'DER ANALYZES PROBLEM INTO "PUSHING" FORCES 'ND "RESTRAINING" FORCES; MOVES FROM THOUGHT TO ACTION.

"Force-Field Analysis"

Instructions for the Reader

(1) Using diagram on the next page state a problem. Think of what it would be like if the problem were solved or didn't exist. List those forces from inside and outside of you which push you toward solving the problem. List those forces which hold you back.

(2) Select one of the restraining forces and "brainstorm" the way you might lessen it. Do this with other restraining forces.

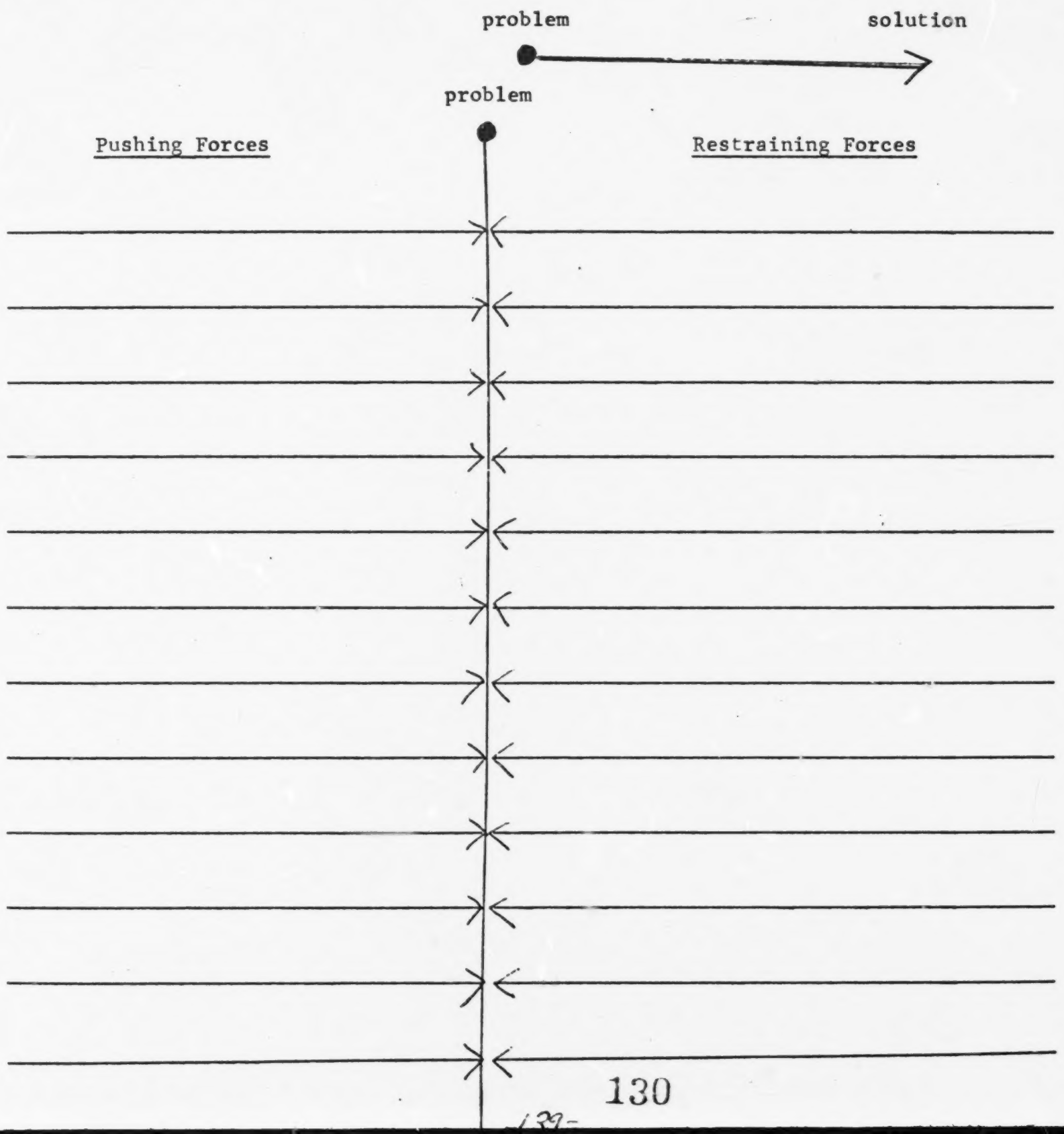
(3) Select one of the pushing forces and "brainstorm" how you might further increase it. Do this with other pushing forces.

(4) Make a contract with yourself to DO something. Move from thinking about solving the problem to some ACTION strategy. Plan to ACT. Resolve to DO something.

PSYCHO-SOCIAL LEARNING EXPERIENCE

Force-Field Analysis

Statement of the Problem:



LEADERSHIP: Self-Direction

To be developed. . . . .

SELF-CONCEPT: "I'm Important"

AN EXERCISE: NINE SLIPS OF PAPER TELL READER WHO HE IS. HE LEARNS WHICH TRAITS HE CHERISHES MOST AND WHICH HE WANTS TO GET RID OF.

"Who Am I?"

Instructions for Reader

(1) Take a sheet of paper. Fold it into three parts. Open the paper and tear along the creases made by folding. You should now have nene pieces of paper.

(2) Consider what roles you play and what you consider to be your personality traits. Some examples of roles are: father, husband, teacher, truck driver. How do you see yourself? That is, what do you feel to be your personality characteristics? For instance, some words which might come to mind are: helper, lover, angry, peaceful, afraid.

(3) Now ask yourself the question - "Who Am I?" Respond by whatever words come to mind. Each word or response that comes to mind should be placed on one of the nine pieces of paper. Usually, the closer the words are to your personality traits, the more effective the experience will be.

(4) After you have written one word on each piece of paper, arrange the papers in their order of importance. Place the least important on top and the most important on the bottom and arrange them accordingly.

(5) Remove these traits or roles individually, one by one, very s l o w l y, to give yourself time to think about what it would be like without each one. It's similar to removing the layers from an onion, until we get down to the core, or like removing the rings from the bark of a tree. The idea is to gradually strip yourself of your roles and traits and to enter into yourself.

(6) After all the traits or roles have been removed, pick the one you value the most. Then pick the one you value the second most and the one you value the third most. Then select one you may wish to get rid of. Select two, three, or more of the ones you wish to get rid of, tear them up and THROW THEM AWAY.

(7) Arrange or organize the papers in their order of importance once again. Have you arranged the papers differently this time from the way you did the first time?

What Happens:

Depending on how well you imagine yourself dispossessed of certain characteristics, you may feel rather naked as you gradually enter within yourself. It can be a very uneasy feeling.

TRANSFER

STEP I: Problem Definition and Data Collection

STEP II: Planning

STEP III: Action

STEP IV: Evaluation

The exercises presented so far were all used and described by Fred. Now I, Joel, have the challenge of making these exercises relevant to your work as a teacher. This TRANSFER section, though written primarily for teachers, could easily apply to other readers and their problems in inter-personal situations.

By transfer, I mean application of insights or learnings to a real-life situation--in this case, transfer to the classroom or school. To assist you in transfer, I've designed four exercises that help teachers experience and use in their schools a problem-solving sequence consisting of four steps.

I'd like to share with you the stages I went through in working out a school problem and then invite you to try each of the four steps yourself. Allow yourself a few weeks or even a few months to complete the process. I would greatly appreciate your reactions to this sequence. Your feedback is essential if I am to improve the exercises and learn about their uses.

STEP I: Problem Definition and Data Collection

My Problem

As a graduate student and a teacher, I was concerned about destructive tension and hostility between many students and their teachers that often showed itself in schools in various ways. I decided, after many discussions, to try to increase the understanding and respect of teachers and students for each other and themselves. This was the problem I defined for myself as the first step in the problem-solving sequence.

Your Problem

In order for you to share in this problem-solving process with me it's your turn to define an intergroup problem that bothers you. Try writing

answers to each of the following questions on a separate sheet of paper. (If you could send us a carbon copy of your answers, it would help us evaluate this procedure). This should help you focus on the problem-solving steps.

(I-1) State a problem you wish to work on involving intergroup conflict between teachers and students. Try stating it five different ways to clarify the problem area and then select the statement of the problem with which you feel most comfortable.

(I-2) When you are angry and irrational about this problem who do you blame and why?

(I-3) When you are calm and rational about this problem how do you think both groups contribute to the problem?

(I-4) Now that you've begun to explore the data you have, observe the inter-actions between the students and teachers in school. List the ways they interact and what and how they communicate to each other. Do you see students and teachers listening to, hearing, or respecting each other? Ordering, threatening, resisting, or teasing each other?

STEP II: Planning

My Problem

The second step I took in working out my own problem was to recall instances of good and poor conditions between me and my teachers and students. I then observed other classes to collect data which would help me plan a meaningful course of action. After talking with my colleagues I decided to write a series of exercises for teachers. That was the origin of this TRANSFER sequence.

Your Problem

When you plan your course of action be careful not to jump to one of your favorite solutions as I often do. It may not work if it doesn't really emerge from the actual definition of the problem and data you collected.

Assuming you teach use the group of teachers in your school as your reference group. Discuss your plan with a fellow teacher whom you trust. Write your answers to the following questions on a separate sheet making a carbon copy for our evaluation:

(II-1) To clarify the problem restate it in such a way that you have some control or influence over improving it.

(II-2) List ten things students do and ten things teachers do to contribute to the problem.

(II-3) What can you personally do about the problem? How can you act differently? How can you influence other people in your group of teachers to do or say something that will help? (Remember that change is a slow process. Instant and easy success is rarely achieved.)

(II-4) Are there a few people you trust with whom you could test your view of the problem and the likelihood of your plan of action having some desirable effects? (Seeking both honest support and criticism should be valuable.)

STEP III: Action

My Problem

Part of my plan of action was to be more aware of what I do with my students and teachers. The other part of my plan was to write these exercises.

Your Problem

At this point, presumably, you've decided on a course of action. In addition, you might also try the following exercises which helped me see even troublesome students as people with something to offer.

(III-1) Select a student in your class who often causes a moderate amount of trouble and with whom you'd like to improve your relations.

(III-2) List ten adjectives to describe yourself in relation to that student and ten to describe the troublesome student.

(III-3) Try supporting the students strengths by acknowledging them and rewarding him or her for them. List the strengths or qualities you've noticed in this student. Star those qualities you were unaware of before.

(III-4) List the specific things you did differently with the troublesome student.

(III-5) How did the student react? List his specific behaviors.

(III-6) Were there any changes in the way you saw or felt about the student? What were they?

STEP IV: Evaluation

My Problem

The completion of the problem-solving process depends on your responses, which will allow me to evaluate the effectiveness of this TRANSFER section. Evaluation also entails what I learned about myself as I went through the four steps of the problem-solving sequence.

My learnings consisted of greater insight about why respect and understanding are so important a problem for me. I discovered that I usually need a teacher's (or anyone's) respect and concern for me before I can reciprocate. The underlying cause of my problem is my fear that I won't or can't respect myself unless others feel I'm worthy. Why do I resent those who treat me like dirt? It's because, at times, I fear they may be right.

Look at the different ways I've come to view the problem and what I should do about it. I started seeing the problem as if it were unrelated to me as a person. All I wanted to do was to help teachers resolve their differences, I thought. But then as I progressed through the stages of planning, action, and evaluation I found it easier to see the problem in terms of myself, my actions and experiences, and why it was important to me.

This change in my perception occurred as I wrote. Many people spend hours actually working on a problem or project before finding out why they really care about it. I discovered that the reason I'm so anxious to help others is my desire for reassurance that I could

help or influence the problem. In a sense I was using other people to feel control over my own problems. If I could help them, then there was hope for me.

I'm not suggesting that there are no problems except in ourselves, but I do believe that the way we look at the problem adds to it. Also we have most control and influence over changing our perceptions and our own behavior and less and less influence over larger and larger groups.

The previous four transfer exercises were organized in a progression from a focus on groups of students and teachers (problem definition and data collection) to a group of teachers,(planning) to two people (action) and finally to the person you have most control over, YOU (evaluation). This is also the natural order in which we usually see problems. At first the problem seems far away from us and involves only abstract groups of teachers and students. As we progress we become more comfortable seeing how we contribute to the problem and how we might influence it.

Your Problem

By answering the following questions, maybe you can come to some resolutions for yourself:

(IV-1) Without looking over your previous lists make a new list of ten adjectives to describe yourself in relation to the "troublesome student" and ten to describe the student.

(IV-2) Compare this list with your previous list. Note any changes that seem significant.

(IV-3) Do you feel differently towards the student and/or yourself for having gone through this problem-solving sequence? How so?

(IV-4) What did you learn about yourself and how did you use yourself in class?

(IV-5) If something worked or didn't work why do you think it did or didn't?

(IV-6) What else coud you plan to do next with the same student?

(IV-7) What can you do differently with another student next time?

(IV-8) How would you improve these exercises? Did it help for me to share my problem?

(IV-9) Was the procedure useful to you?

please do send me a copy of your answers to the questions so I can determine if and when it works.

Joel Perlmutter
Pilot Communities
EDC
55 Chapel Street
Newton, Massachusetts

Please call us collect at EDC (969-7100 extension 575) to discuss your reactions and comments. We look forward to hearing from you soon.

Good luck problem solving.

Joel

PART IV

GLOSSARY OF TERMS...

THE TEACHER: JOEL PERLMUTTER

THE LEARNER: STEVE JANTZEN

...OR STEVE'S MID-TERM EXAM

Note from Joel:

A glossary usually reads no better than a dictionary--except that it's a lot shorter. For a while I struggled to define the jargon terms that human relations trainers like Fred and myself use all the time. But Steve Jantzen, our editor, felt uneasy with my efforts, so he asked to change the format of the glossary to a mid-term exam. He could define the terms himself, he suggested, as if he were taking a course in interpersonal relations, and the teacher were giving him a test consisting mainly of identification questions. Then I, as the teacher, could comment on his definitions.

I liked the idea. Steve's scheme would allow us to practice what we preached. On the next page, Steve explains what he understands Fred and I to be preaching and why he thinks the exam properly applies our philosophy.

To avoid confusion, Steve's remarks are boxed and single-spaced while mine are open and double-spaced throughout this section.

Note from Steve:

My original reason for suggesting the idea of the exam was selfish and idiosyncratic. I never look at glossaries; they bore me. I was afraid the reader might feel the same way. Presenting a glossary as an exam, I thought, would at least be original and hopefully more interesting.

But there are more important reasons than readability for adopting this unusual procedure.

First, the exam is an exercise in itself, right in keeping with the other exercises in this book.

Second, the exam forces the expert on human relations (Joel) to step down from his lonely podium and allow me, the learner, a prominent part in his book. This is consistent with Joel's efforts in the classroom to avoid playing the single authority--the man with all the answers.

Third, the definitions that result from a dialogue between teacher and learner don't appear fixed and frozen. They don't pretend to be the last word. Instead, they invite you to enter into the dialogue with remarks and criticisms of your own.

Most important for me, I learned a lot from the exam. It had taken me a month or two on the job before I began to understand Fred's and Joel's jargon. I wanted to see whether I really understood it, and the exam seemed a good vehicle for the purpose. As I struggled to define terms, previously fuzzy notions suddenly came into focus as strong and provocative thoughts on education; Joel also got carried away responding to my test answers. As it turned out, it was a good learning experience for both of us.

TEST PAPER

Interpersonal Relations

Mid-Term Exam

List of Terms:

openness	catalogue, summarize, brainstorm	listen
feelings shared	appreciate and resent	process
self disclosure	function or roles	feedback
responsibility	philosophy (formation of own)	questionnaire-opinions
contract	observe	goals
acquaintance		leaving the room

Questions:

1. If you had to order the above terms in a logical sequence what would the order be (and why)?
2. Define each term briefly illustrating with examples from your own experiences.

QUESTION ONE:

ORDERING

OF

TERMS

Steve's Answer.

I've decided to order the given terms by using them as the building blocks for a sequential program of personal growth.

Trusted friend

I'd start the program, I think, by focusing on my interaction with a trusted friend. First, I'd concentrate on LISTENING and OBSERVING, working very hard to understand my friend's concerns and offering FEEDBACK from time to time to check out my impressions. Then I'd turn back to myself and in the presence of the trusted person, SHARE FEELINGS of the moment, compare my PHILOSOPHY with his, and finally tell him what I APPRECIATE about his actions towards me and what I RESENT.

Interesting stranger

As a result of these probings, I'd hope to learn a great deal about myself, my trusted friend, and our interaction together. I would then feel safe and experienced and strong enough to build a relationship with an interesting stranger. Perhaps I'd work through the ACQUAINTANCE stage with cautious forays into SELF-DISCLOSURE.

Group interaction

A successful experience here, and I'd be ready for Stage Three--group interaction. If I were to become a teacher, for example, my first class would begin like yours, Joel. I'd ask students to state their GOALS for the course. Orally

we'd talk over our conception of our respective ROLES as student and teacher and then hammer out a CONTRACT. Hopefully this would begin the PROCESS between us whereby students would increasingly SHARE RESPONSIBILITY for their own learning. CATALOGUING ideas and LEAVING THE ROOM occasionally would help to keep the process moving.

Personal Growth

At the end of these experiences with friend, stranger and students, I would expect to feel and express in my daily life a greater OPENNESS than before my self-styled program began.

But what a road to travel! It's frightening to look back on what I wrote. I don't know that I could even begin the ambitious program outlined here. Who would act as the "trusted friend"? What would I be listening for? How could I bring myself to the point of telling someone what I appreciate about him and what I resent? Stage One is by far the hardest part for me. Stage Two--beginning a relationship with a stranger--doesn't seem so frightening. Stage Three sounds positively intriguing. Perhaps then I should take up the program in reverse order. How to do it, though? Teaching jobs are terribly scarce these days.

Joel's Comments:

Steve, I can't say that you'll be happier or healthier if you engage in the difficult process of self-exploration and personal growth. All I can tell you is what effects these types of experiences have had on me and others with whom I have worked. The first group session I ever attended was two and a half years ago. Since then I have been in a two-year training program and two other two-week programs, fifteen weekend labs and numerous weekly groups as a member and later as group leader or facilitator.

Many of my needs were obviously met in these human relations events because I kept seeking out new experiences and decided to make this my life's work. Although I'm shy in many situations, I enjoyed the meaningful social encounters and continued to desire growth in these groups. My insatiable need to know how others felt about me and my idealistic desire to help others while seeking support and recognition were very important to me then and now.

Here's a list of some of the things I learned from my group experiences.

(1) Who I am and want to be--my strengths, needs, goals, assumptions, values and biases.

(2) The usefulness to me and others of expressing anger and other feelings openly.

(3) Why and how I used to help everyone but myself (how I was using them perhaps more than I was helping).

(4) How I reacted to different types of people and how they reacted to me.

But the single most important advantage to human relations for me was not the specific skills or things learned about myself. Most important was the discovery that there was hope for all of us in being human to each other. In groups of strangers I learned that people can really care about others, learn from each other and share what's important to them. I was able to apply some of these experiences to my daily life with my wife and family and with colleagues at work and school.

It's impossible to employ this life style continually, but it's surely a valuable tool when I feel the need to really communicate with someone.

QUESTION TWO:

DEFINITION

OF

TERMS

The terms are listed according to Steve's program of personal growth outlined in question one:

LISTEN. . . . . .

OBSERVE. . . . . .

FEEDBACK. . . . . .

SHARE FEELINGS. . . . .

PHILOSOPHY. . . . . .

APPRECIATE and RESENT. .

ACQUAINTANCE. . . . . .

SELF-DISCLOSURE. . . . .

QUESTIONNAIRE. . . . . .

FUNCTION OR ROLES . . . .

GOALS. . . . . .

CONTRACT. . . . . .

PROCESS. . . . . .

SHARED RESPONSIBILITY. .

CATALOGUE. . . . . .

LEAVING THE ROOM . . . .

OPENNESS. . . . . .

LISTEN

Answer: I'm not a good listener. But that's okay because the people who can really listen are maybe one in a hundred, maybe one in a thousand. To be a good listener I would check my natural impulses to think along my own wave length and try to tune in to the wave length of the other person. I would concentrate all my energy on picking up not only the verbal message my companion is sending but also the emotional energy behind it. I would speak only as a way of leading him on to say more. I would want to understand the nature of his thoughts more than I'd want him to understand the nature of my own thoughts.

Supposing, Joel, you explode when you read this exam. Anyone's natural tendency would be to defend himself. But if I were a good listener, I'd try to understand where you anger is coming from and I'd encourage you to continue with your tirade hoping to learn something about you. Writing these words, I'm almost anxious for you to explode, to see whether I actually could be the good listener that I idealize here. Please take this as an invitation.

Comments: I'd be glad to explode for you, Steve, when I feel like I've got something to blow up about. The only trouble with your example is that it neglects two important points. First, people are angry or extremely emotional. They are often illogical and not even understandable to themselves. Secondly, the discipline involved in forcing oneself to listen to another is hard enough when we want to care about what others are saying. When it appears irrational and critical of us, we often want to tune out rather than in. I'd say a better example would be this: try to understand someone with an opinion different from yours so you can more effectively evaluate his arguments.

OBSERVE

Answer: This one is so easy, it's hard. To observe is to watch carefully. In the context of the classroom, it's to watch carefully the interaction between students and teacher. My aim in observing is to see what really is happening between people not just notice what appears to be happening superficially. The greatest barrier to careful watching is the temptation to jump into the event myself--to join in the argument, volunteer to meditate and so on. It is important to be aloof and detached if I'm going to observe objectively. But doesn't this contradict another cardinal principle which I'll define later--one should share feelings? How can I share feelings and observe at the same time?

Comment: It is impossible to do all the "cardinal principles" listed in the glossary at once. Usually it's best to isolate one task or issue at a time to explore its importance. But it is possible to observe and participate simultaneously.

We may be somewhat more objective when we are non-participants. But there are also advantages to being a participant-observer. For example: the group is more likely to trust an active, equal member; the participant-observer makes available to the group more of his skills and resources than just observation; and the observer as participant can test certain hunches by initiating activities rather than waiting for others to do it for him.

(Steve, I find that I'm not evaluating your statement so much as I'm using it as a jumping-off point to elaborate on your answers.)

FEEDBACK

Answer: This is what I should want but am usually afraid to ask for. And only by asking for it, am I apt to get it. Feedback comes to me when I ask my wife whether she really likes the tea kettle I bought for her for Christmas (I still don't know) and when I ask my colleagues what they think of wild ideas like this glossary test.

What kind of rewards might come to me as result of asking for honest and quite possibly negative feedback? I can think of two possible pay-offs. First it's a relief to know that a person's statements about me and my work are truthful. If I know that his complements are sincere, I feel great. But what if feedback isn't what I hoped for? Anger and resentment might be the first reactions but after that my relationship with an honest feedbacker may prosper because he's allowed his true thoughts to show and I've allowed anger to show. The reconciliation afterward makes us both feel better together than if I depended on politeness to maintain good relations. The second possible pay-off is my own personal growth. Thinking about the negative feedback may lead me to try again to revise my work and improve it or, if I as a person am the target, to think about ways to eliminate those habits which make other people uncomfortable in my presence.

Comments: You got it now, Steve. If teachers and children can't believe what they hear about themselves because they think people are being polite or unfairly critical--we build distrust in each other and can't enjoy the pleasures of really knowing where we stand. In giving honest feedback, however, people should take care not to judge others as good and bad, but only to tell them how they personally react. People tend to be less defensive when we say, "I felt you were unfair" rather than "you were unfair." In the former the individual speaks for himself, while the latter implies the judgment of society. Although the distinction sounds a bit trite, it's been very important to myself and others.

SHARE FEELINGS

Answer: Sharing oneself is the opposite of being aloof. In the classroom, sharing might involve mixing with kids at their seats rather than staying at the blackboard all day. That's one definition. I'm pretty sure it's the wrong one. Let me try again. I've noticed that you and Fred like to use the word "sharing" quite often. It's a speech mannerism with you. Instead of saying, "I want to tell you about an idea" Fred will say "I'd like to share with you some thoughts." I suppose this is to convey an open state of mind as opposed to a dictatorial state of mind. To share is to suggest that I'd like the other person to share in return. To tell is to suggest that the other person accepts my words of wisdom without reply. When a child shares his toys, he allows others to use them; when a person shares his thoughts, he allows others to hear them. I like that analogy; don't you?

Comments: Very much, Steve, you put it well. All I'd add is that for me, sharing also indicates not just any information but things that are important to me and usually things that are difficult to say either because they're a new idea and I'm afraid people won't appreciate it, or because I share personal experiences, thoughts or opinions which put me on the line and might even appear foolish.

PHILOSOPHY

Answer: It's nice to be able to say exactly what I believe. Only when I attempt to formulate my educational philosophy in words, can I really know what it is. Let me see if I can do it in a sentence or two. I don't like school buildings as places to learn. I far prefer museums, libraries, highways, fields, woods, houses, stores, and business offices. I'm learning more as editor for Pilot Communities than I learned as a history student at Princeton University. I enjoy reading good novels for my own enrichment more than for a school assignment. I believe almost everyone believes the same way. My wife says that the second graders she taught unanimously agreed that their favorite period was recess and she was a good and dedicated teacher just as I was. Think of arrangements whereby kids could be permitted to learn outside the school building and my educational philosophy would realized.

Comments: Your philosophy, Steve, is very close to mine. We should talk about it sometime. I find being challenged by others on my basic values and philosophy the best way for me to clarify who I am and what I believe in. I really learned important things from those late "bull sessions" in college and over coffee or a beer with teachers and friends.

APPRECIATE

AND

RESENT

Answer: Most people are acutely sensitive to criticism, advice and guidance of any kind. When I really think I need help - as with my tennis game - I appreciate any suggestions for improving it. But when someone offers advice out of the blue, I bitterly resent it. I don't take criticism well. Negative comments about my work rankle and gnaw at my gut for days on end. The same can be said to a greater or lesser degree of students' responses to a teacher's advice and criticism. Depending on how it is given, it can be either appreicated or resented. It behooves every teacher to find out how she can minimize resentment and maximize appreciation for the direction and guidance she daily gives her students.

Comments: Steve, I never realized you "bitterly resented" unsolicited criticism. I must have given you my share. Well in our case, it sounds like you resent me for giving you unsolicited criticism and you appreciate my responding to your requests for help.

When I wrote the words "appreciate" and "resent" I was referring to an exercise in which people exchange those things they appreciate and resent about each other. (This differs somewhat from your example, Steve, where you refer only to the teacher's behavior.)

The exercise enables people to look at each other in a balanced way, separating what they perceive as good and bad. It also helps us listen to criticism when it is balanced by appreciation. This tends to communicate realistic acceptance of people as they are rather than the rejection after suggested by criticism alone.

ACQUAINTANCE

Answer: There are three stages to human relationships: the STRANGER stage, the ACQUAINTANCE stage and the GOOD FRIEND stage. It is difficult for me - and I guess for a lot of other people too - to pass through the different stages. It is especially hard moving from total stranger to good acquaintance with someone. In high school, I knew perhaps ten percent of the people who sat with me every day in the same classroom. The teacher can very easily correct this appalling situation by dividing the class into small groups. Beyond that, acquaintances can be strengthened through helpful social games in which students exchange stories about their likes and dislikes, hopes and fears.

Comments: With those we feel neutral about many of us never get beyond what you call the 'stranger stage' because neither party takes any initiative. It's also hard to get to know those to whom we initially have negative reactions. I have often found desirable qualities in people who initially generated superficially negative vibrations.

SELF-DISCLOSURE

Answer: Letting someone know things about myself. Important things. What things trouble me. What things excite and interest me. What things leave me cold. I often feel more comfortable with books than I do with people. That's an example of self-disclosure on my own part. I enjoy the study of Shakespeare. I feel ashamed of the desperate things I do when playing basketball. I feel anxious about my work. Telling people about this type of thing is what I think you mean by self-disclosure. I'm less sure I understand the uses of self-disclosure. Is it wise to let strangers know about intimate personal affairs? Is it proper for teachers to encourage kids to make disclosures of a personal and intimate nature?

Comments: Under supportive conditions when the class cares about its members, people usually begin with easier things and test others' reactions to see if they'll make fun of them or reject them.

The uses of self-disclosure are to share a part of yourself, to get to know others, and to better understand yourself. Another effect is to cut down the amount of phoney game-playing between people. It is also a way for people to buy into a relationship or a group. It is to be distinguished from confession by not intending to induce guilt feelings but to facilitate getting to know others.

Answer: A tool for obtaining from students their personal opinions with respect to you as a teacher; their thoughts about school and learning; their career goals; their personal goals, their reasons for enrolling in the course; etc. A questionnaire is valuable at the outset of a course for obtaining an initial feeling for the needs of each individual in the class. It's valuable later on as a way of finding out whether the course is meeting the sutdents' needs. An interesting variation on the use of the questionnaire might be a questionnaire from the students asking for the teacher's needs, goals, opinions, etc. That's a great idea, in fact. Don't you think so? (a call for feedback)

QUESTIONNAIRE - OPINIONS

Comments: Yes, I do, Steve. In fact, if less distinctions were made between the status of teacher and pupil and they treated each other as people, more mutuality, trust and respect would result, I am sure.

FUNCTION OR ROLES

Answer: A teacher acts out different ROLES at different times. When I was a teacher, I started the day as CLERK, taking the attendance. I then jumped into the role of INSTRUCTOR, starting a lesson in American history. Someone threw a pencil across the room and I instantly doned my POLICE-MAN'S cap. At other points in the day, I would also play at being SOCIAL WORKER, PSYCHOLOGIST, FATHER, CIRCUS PERFORMER, ATHLETE, and so on. The reason I played these roles is because I thought it was expected of me. The principal expected me to keep order so I acted as a POLICEMAN. My liberal principles demand that I be a SOCIAL WORKER. My training told me I should be an INSTRUCTOR. It is very difficult in this society of ours for anyone including myself to stop playing the many roles people expect of us and to start being OURSELVES. I'm an EDITOR at work, a HUSBAND at home, a SON with my parents, a CHRISTIAN at church. It's really very confusing.

Comments: It's especially confusing when these roles are in conflict. For example, should I work late as an author? What does that say about my responsibilities as a husband and father?

I'm not suggesting that people stop performing roles or functions, but that they stop using their position as a way to keep others at a distance.

GOALS

Answer: Looking back on your narrative description of your class, I liked the procedure of asking students to state their goals for the course. It was a good first step toward individualizing a classroom. However, if students were really honest about their goals they'd have to mention high or passing grades as their foremost concern. I'm therefore inclined to distrust those goal statements from students that omitted all mention of grades. It's part of the game to tell teachers what they want to hear. And a teacher, like anyone else, wants to hear that his specialty interests his audience, and that students want to pursue that specialty because the teacher has fired their imagination. Baloney!

Comments: You're right about students saying what we want to hear. In three days of class and reading they were even using my jargon. But just thinking about having the opportunity to plan your own learning objectives and continue to modify them (as hard as that is) is important. Many were honest enough to say they were taking the course because it was required.

CONTRACT

Answer: An agreement between two or more people. When I was a teacher, I told the students, at the beginning of the school year, how I meant to run the course. I asked for questions and comments. There were none. I assumed therefore that we then had an agreement or contract and I expected students to live up to that contract for the rest of the year. If they broke it, I got angry. If I broke it they got nervous and confused. It seems unfair to me--and I guess to you as well--that students seldom say how they would want a course to be run. The contract between teacher and students thus becomes a one-sided affair.

Comments: I suspect that most teachers and students probably don't look at there being any choices in their relationship. Most of the teachers assume that they'll do all the teaching. Most students also don't feel that they have any rights in school (although student attitudes are beginning to change certainly).

The results of this situation are often detrimental to everyone's interests. Making a contract in a classroom suggests recognition by both teachers and students that they need each other and that by cooperating in deciding on what and how they can learn best and in what order, there will be more true collaboration and commitment to achieving the goals they set together.

PROCESS

Answer: This word made no sense to me when I first heard you and Fred use it. Now I consider myself an expert on the distinction between process and content. Writing this exam at this moment is process. When finished, I can mark it content or product. The words I have chosen to use to experss myself are the content of the exam. The conversations with you and Fred that went into shaping these words are part of the process. The important part of process so far as learning is concerned is the manner in which each individual child inwardly responds to the lesson. Does he listen to it or not? Does he accept or reject it? Understand it or distort it?

You and Fred like to say that process is the HOW of a lesson and content is the WHAT. At first that didn't mean much to me but now I think I understand. And it strikes me as appalling that until now, I've thought only in terms of content using words and pictures in such a way that the audience (students) automatically understand, accept, and enjoy my writing. But now I see the whole new world of things that affects the reception of my message besides my choice of words. I guess my first impulse when thinking of this gap in my perspective is to blame the schools for forcing me to think solely in terms of content, products, words. Attention to PROCESS should be an important part of learning. I'm with you on that one, Joel.

Comment : Great.

Answer: A teacher isn't the only one to decide what a student should learn. The student should decide that question for himself. The teacher is present simply to help the student pursue the course of study that interests him.

That sounds very well in theory, Joel, but I doubt that as a teacher of history in the public schools, I could make it work. History is a state requirement. A kid simply can't decide not to study it. In this situation, how can a teacher encourage kids to "share responsibility for their own learning? Supposing they don't care to learn about the Constitution. Then I would be in a position where I either make them learn and violate my own principles or allow them not to learn and violate the principles of the school. "Shared responsibility" is a nice idea but it doesn't work in practice.

SHARED RESPONSIBILITY

Comments: Does a state requirement necessitiate all learning in the same way at the same rate of speed, or even in the same class? Some can learn those requirements better from a book while others may want to work at a law office first. Why not?

Shared responsibility is not permisssiveness, or lack of requirements and expectation. It is working flexibly and collaboratively within the real requirements.

If we make all the decisions for students are we educating them to be self-sufficient citizens or are we just training them to be obedient automatons, dependent on others for telling them what to do and when and how to lead their lives.

CATALOGUE

(SUMMARIZE, BRAINSTORM

Answer: This is like a drawing up of a laundry list except that instead of socks and underwear going on the list, it's a collection of personal reactions, fears, resentments, annoyances, ideas, facts, or observations. For example, after a classroom movie on the mating habits of baboons, the teacher might ask kids to indicate how they were feeling when the male and female baboons started pairing off. The list (catalogue) of their reactions might be like this--I felt nervous when one baboon jumped on top of the other. - Confused. I didn't know what was going on. - Unhappy. Thought of my boyfriend and wished he'd pursue me that way. - Bored. Baboons don't interest me. - Excited. Can't we have more movies like this?-- Again, I'm not sure I see the value of making such a list. Can you enlighten me?

Comments: I have a poster with a saying by Pat Ellen Ricci which says it best. It reads, "None of us is as smart as all of us." Brainstorming is a way to generate a list of the group's ideas, related experiences, anything. When discussing peoples reactions or feelings about common experiences the terms "summarize" and "evaluate" are more appropriate. Hearing how others reacted to the same movie or experience is a way to discover how we are alike and different from others.

Answer: I'm trying to imagine what might have happened if, in the middle of a class period, I had walked out of the room for ten minutes. A picture of absolute chaos and confusion is the first thing that comes to mind. I think I know how you would want to use this daring gesture. Upon returning to the room, I could confront the students with their immaturity and irresponsibility. "You pretend to listen to me, while I'm up here lecturing" I might say, "but you show your true interests when I leave the room. I assume then that all this time you have felt this classroom situation to be unnatural and artificial. Is there any way you can suggest that the learning in this classroom be made into something more closely in line with your natural interests and intelligence?" It's very hard to imagine what would come from such a bold proposition but it's interesting to think about.

LEAVING THE ROOM

Comments: In grade school (and it's sad, but up into high school and even college) there was a game that teachers and students played of "let's see what we can get away with" and "let's catch them misbehaving." Just pointing out the absurdity of this game is important. It would be made even more obvious by a teacher walking out of the room.

In my college class, when I walked out, I was demonstrating that a teacher need not be central to learning. I saw my ability to leave as an indication of success in that the class could continue to learn, discuss and monitor itself without me. I was also pleased that students took the initiative to move their seats in a circle while I was out of the room. A teacher leaving in the middle of a discussion was a novelty for them and me. I believe it helped them to start without me at future times and this was really rewarding.

OPENNESS

Answer: I'm open to suggestions. That, I believe, is the most common usage of openness when applied to people (not doors, manholes, and the like). If I am an "open" person, I listen to other people's opinions, even seek out ideas contrary to my own. At the same time, openness entails willingness to cast off inhibitions in my own speech and actions. I don't suppress an idea for fear someone might not like it but express it freely and seek reaction to it. Thus, as with open doors, open people permit flow in two directions. They permit the entrance of outside ideas and the sharing of their own ideas. How open am I at this point in my life? Not very. But there are days--the good days-- : I am less afraid to communicate my ideas and feelings to people. On those days too, I'm more willing to listen to others and don't shut them out of my thoughts. I guess then that good listening goes hand in hand with good sharing. Do you find that to be true of yourself, Joel?

Comments: Not always. Sometimes I've gotten so carried away with telling others about me and what I've been doing that I don't give them a chance to talk. That makes it pretty difficult to listen to them.

I'd add that openness to new experiences, sensations, ideas, and people of different backgrounds is also included in my conception of openness.

TEACHER'S FINAL EVALUATION

While taking the test, Steve found that by searching for examples he discovered the application of the terms to his own life. When he was finished, I jokingly suggested that he had learned a lot by doing the "exercise" and that I wasn't going to read his test. I thought this would impress him with the importance of self-evaluation so that he wouldn't only be looking for my approval. Try this sometime if you want to see how important your opinion has become to students and how little they depend on self-evaluation.

When I did read Steve's explanations of terms, I found myself getting carried away at times with additions and corrections. At times I felt that, as the teacher, I had to find something to add, because I was supposed to know more than the student. Have you ever flexed your muscles with your students as I did?

After all the years students have been put down, corrected, and added to, it's no wonder they get carried away when asked to evaluate their teachers. Most teachers have good reason to worry about being evaluated by students. Students are rarely given a chance to correct their teachers so when they get the opportunity they really enjoy it. Maybe we should give students a constructive outlet for their reactions to teachers by caring about their opinions more often.

Do we really want kids to believe that we as teachers don't

make mistakes? We might say, "I don't know," or "help me," more often than we do, as teachers. My fifteen year old sister-in-law was telling me last week of her joy at correcting her teacher who make a mistake on the blackboard. It's sad that kids and teachers appear to be in battles of mutual criticism rather than on a team of mutual support.

Although I believe teachers should make their knowledge available and that we have needs to feel smarter and important to kids, this tendency to correct and add to everything that kids say and write can be harmful. I'll never forget my anger toward a teacher who required me to rewrite a whole paper because of a few spelling, or inconsequential, errings from "acceptable form." By being so picayune, aren't we really telling students not to bother to do anything if it isn't perfect.

Now as a teacher, I believe I have succeeded if I can help my students come up with their own answers, rather than having them depend on me or other adults. I haven't perfected this skill yet but, I think by being aware of my needs and the effects of my actions in the classroom, I can continue to grow both as teacher and person.

PART V

BIBLIOGRAPHY OF EXERCISES

Games or exercises for professional growth are gradually gaining recognition and acceptance among school administrators and teachers. The field is still young, however, and the literature about psycho-social games for teachers is sparse and scattered. The twenty-five books and materials listed in this section were gathered from a variety of sources--other regional laboratories, health associations, group training centers, and commercial publishing houses.

The selections also vary widely in content, purpose, and design. For example, The Intimate Enemy, Joy, and Games People Play are entertaining, popular accounts of the philosophy and practices of group leaders. Other books are collections of exercises for teachers. Still others describe training programs for teachers in which exercises played an important part.

The books, in fact, could be grouped according to any one of three organizing principles:

(1) INTENDED AUDIENCE (whether book was written for general public, teachers, administrators, or group leaders).

(2) BASIC CONTENT (whether book consists mainly of theory, exercises, or case studies).

(3) ABSTRACT SOCIAL MODELS (whether book explores interactions between two individuals, people in small groups, or people in complex organizational systems).

Steve Gabeler ("Gabe") an amateur photographer, and personal friend of editorial assistant, Sally Dolgin, volunteered his intellectual and photographic services to the making of this bibliography. Gabe chose organizing principle (3) ABSTRACT SOCIAL MODELS as the most satisfying conceptual system and, in an afternoon of doodling, devised four symbols representing his four social models. Grouping the books as he saw them, gives us the fold-out chart on page . Sally went along with her friend's system but personally preferred organizing principle (2) CONTENT as the most meaningful for her. (Shopping for something to read she'd automatically weed out the theory books and look for case studies) And then, Steve Jantzen argued that organizing principle (1) AUDIENCE was by far the most useful if this bibliography was to help anyone find a book suitable to his needs.

The authors themselves didn't care how the editors and photographers organized the books just as long as the bibliography was annotated, illustrated, and thorough.

The final decision was a splendid compromise accomodating everyone's interests--including, hopefully, the reader's. The books are now organized according to Gabe's ABSTRACT SOCIAL MODELS. But then, so that Steve and Sally could get their two cents in, we added charts at critical intervals indicating the book's audience and content.

We worked hard on this bibliography as Sally can testify:

> The process of putting together this bibliography made the office look like a bus terminal. As soon as I thought I had written blurbs and examples for all the books, Joel would add another one.
>
> To complicate the process, various members of the office would become captivated by the cover of a book--for example, How to Fight Fair in Love and Marriage, --and walk off with it.
>
> One day our purchasing manager came storming into the office. "You've got to stop ordering books," she scolded Fred and Joel. "Our budget has used up its book supply money." So they stopped ordering books. . . and began sending away for complementary copies.
>
> I tried to choose examples from books that would not offend anyone. When Herbert Otto saw the example I chose from his book, Group Methods to Actualize Human Potential, he was so upset that he immediately phoned us from California. "Why did you pick such a dull example?" he questioned. So I replaced the "Historical Character Method" with a more typical exercise in his book, "Sex Stereotype Removal".
>
> Sometimes we were unsure of reactions to more radical books like Sense Relaxation. Joel would take this book out of the bibliography and I would put it back in. We compromised by classifying the books so that you will be better able to choose only those books that interest you.

We feel the bibliography is a fitting conclusion to our work. First of all, it gives a broader and richer sample of exercises currently in use among teachers and group leaders than this book alone could possibly provide. Second, we value it because it enables readers of this book to pursue their interest in using exercises, experiencing them in a workshop and creating some of their own. In other words, this bibliography makes it easy to continue the process, presumably begun by this book, of thinking about the use of exercises for personal and professional growth.

SPECIAL NOTE FOR TEST AUDIENCE

Since this book is a prototype, the Bibliography contains only five samples of the proposed layout for all the books. The rest are listed in the Bibliography for Scholars. Eventually each book will have a two-page spread.

Actualize Human Potential

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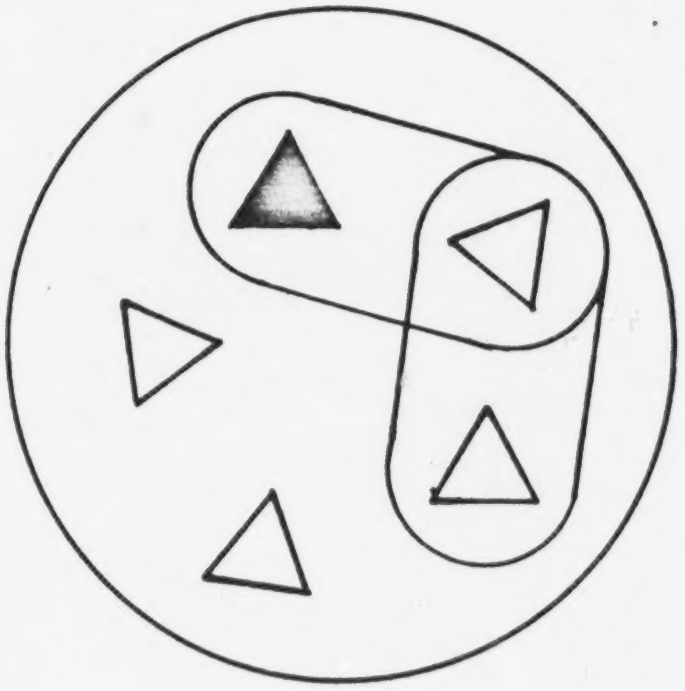

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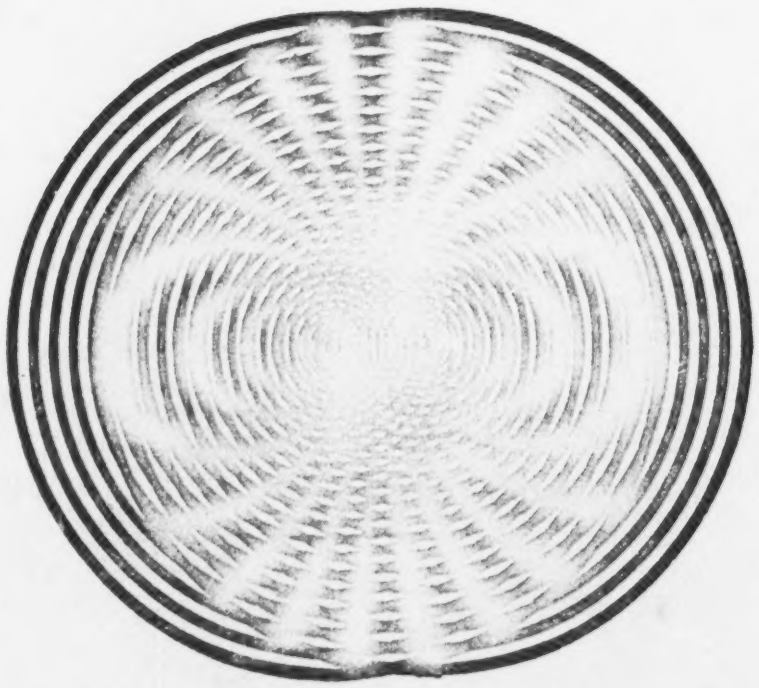

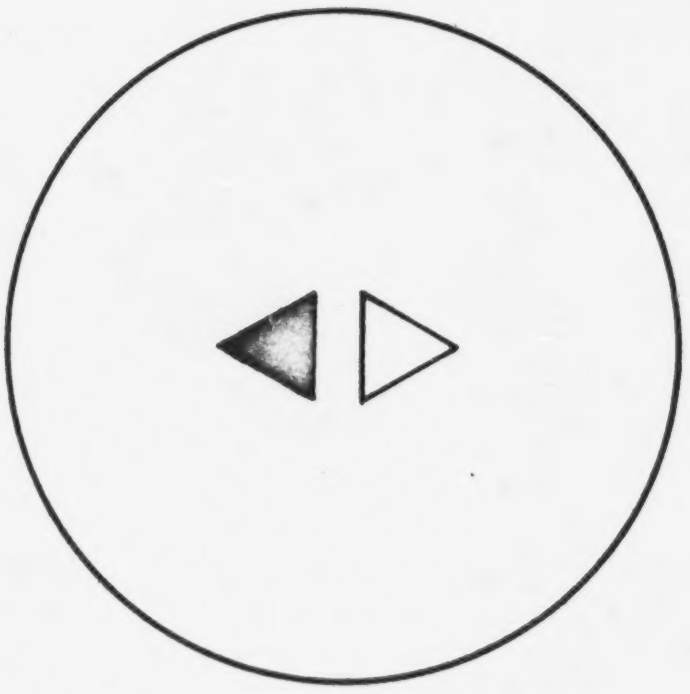

The Intimate Enemy

Games People Play

Joy

Sense Relaxation

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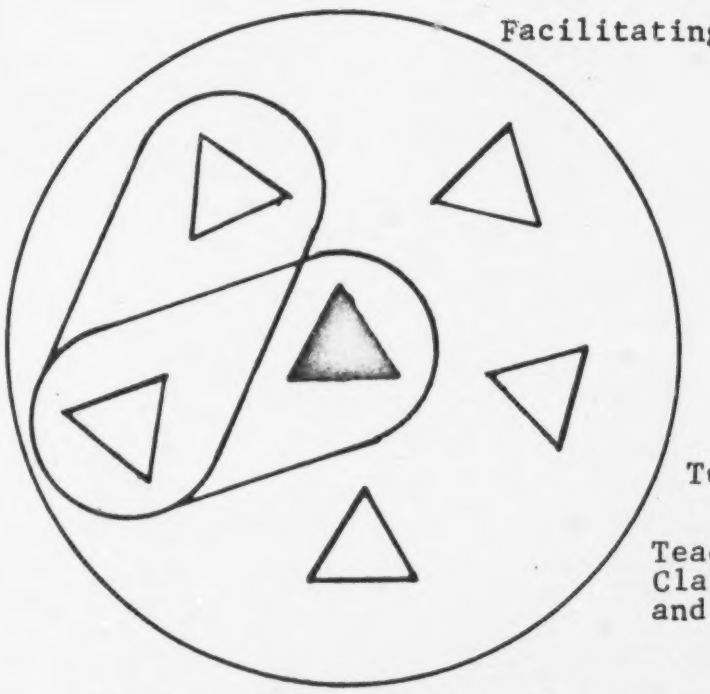

Self-Awareness Through Group Dynamics

Facilitating Inquiry in the Classroom

Dimensions of Personalitv

Teaching Units for
Behavioral Science

About Me

Moods and Emotions

Toward Humanistic Education

Teacher Resource Booklets On
Classroom Social Relations
and Learning

Teachers and Learners: The Interactive Process of Education

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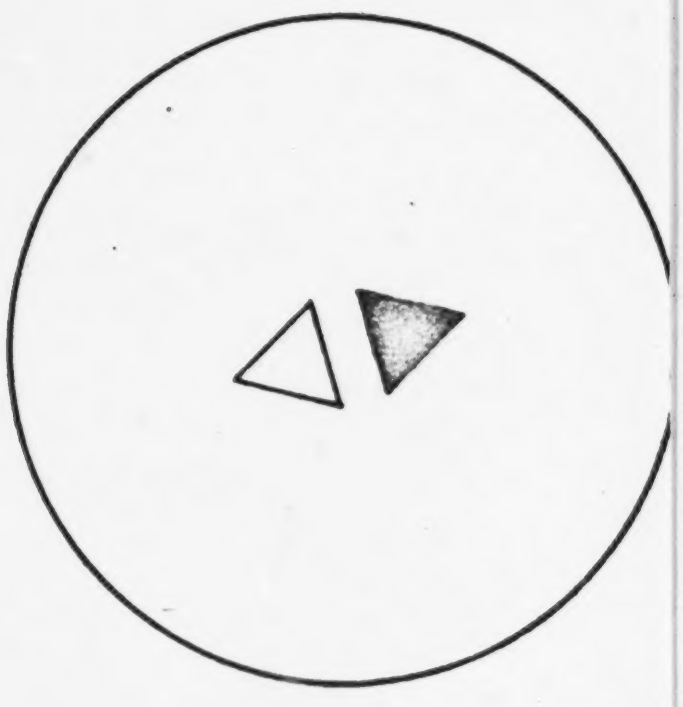
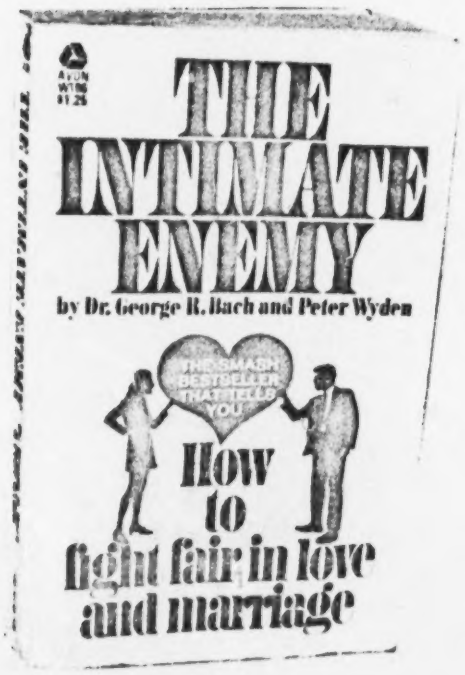


	Content			Audience			
	THEORY	EXERCISES	CASE STUDIES	GENERAL PUBLIC	EDUCATOR	GROUP LEADER	ORGANIZ. CONSULTANT
Sense Relaxation		*		*			
Joy	*	*	*	*			
The Intimate Enemy	*		*	*			
Games People Play	*		*	*			

THE INTIMATE ENEMY

New ways to solve problems between lovers or marriage partners. Replaces unresolved or frustrated anger. Demonstrates, with 122 real fights how timing and mutual understanding are needed for fair, above-the-belt fighting. Humorous as well as useful. For the general reader. Although not specifically intended for classroom applications, it is an easy jump to see its relevance for conflicts and relationships between students, teachers and others in the school.



The Intimate Enemy--
How to fight fair in love and marriage

Dr. George R. Bach and
Peter Wyden
1970, 384 pp.

$1.25

from:

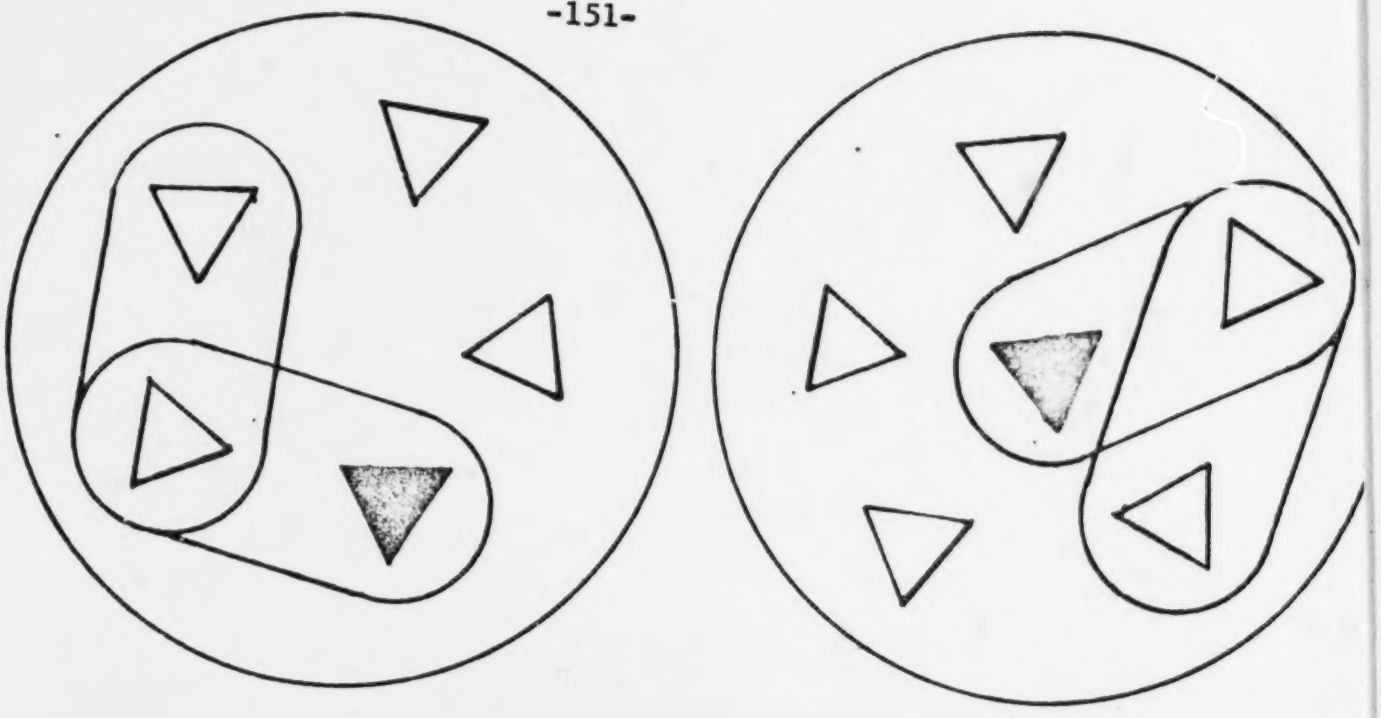
Avon Books
959 Eighth Avenue
New York, New York
10019

Why Intimates Must Fight

Mr. and Mrs. Bill Miller have a dinner date with one of Bill's out-of-town business associates and the associate's wife. Mrs. Miller arrives twenty minutes late. Bill is furious.

HE: Why were you late?
SHE: I tried my best.
HE: Yeah? You and who else? Your mother is never on time either.
SHE: That's got nothing to do with it.
HE: The hell it doesn't. You're just as sloppy as she is.
SHE: (getting louder) You don't say! Who's picking whose dirty underwear off the floor every morning?
HE: (sarcastic but controlled) I happen to go to work. What have you got to do all day?
SHE: (shouting) I'm trying to get along on the money you don't make, that's what.
HE: (turning away from her) Why should I knock myself out for an ungrateful bitch like you?

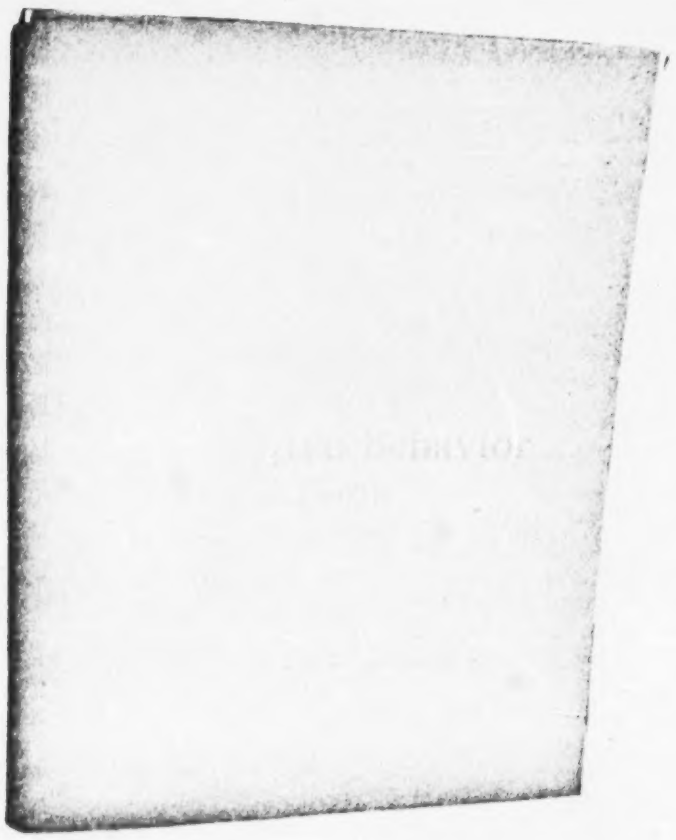
Obviously, both of these fighters would benefit from the principal recommendation we make to our trainees: to do their best to keep all arguments not only fair but up-to-date so that the books on a marriage can be balanced daily. Couples who fight regularly and constructively need not carry gunny sacks full of grievances, and their psychiatric museums can be closed down.



	Content			Audience			
	THEORY	EXERCISES	CASE STUDIES	GENERAL PUBLIC	EDUCATOR	GROUP LEADER	ORGANIZ. CONSULTANT
TEACHER TRAINING							
Structured Experiences		*				*	
Group Methods		*				*	
Creative Behavior	*	*				*	
Simulation Games	*	*	*		*	*	
CLASSROOM							
Facilitating Inquiry		*			*		
Dimensions of Personality Series	*	*			*		
Teaching Units		*			*		
Self-Awareness	*	*			*		
Teachers and Learners	*	*			*		
Teacher Resource Booklets	*	*	*		*		
Toward Humanistic Education	*	*	*		*		
Feeds and Emotions	*	*			*		
About Me		*			*		

CREATIVE BEHAVIOR WORKBOOK

"Learn by doing" description of a course on creativity for use of instructor and student. Exercises offer practice in analyzing facts, ideas, and solutions and can be worked on alone or in a group.



Observation and Fact-Finding

"Genius, in truth, means little more than the faculty of perceiving in an unhabitual way."
William James

This exercise introduces a session which emphasizes observing through all of the senses to enhance idea-production.

Which face do you see--that of the old lady or the young lady?

Creative Behavior Workbook
Sydney J. Parnes and Staff
1966, 168 pp.

from:

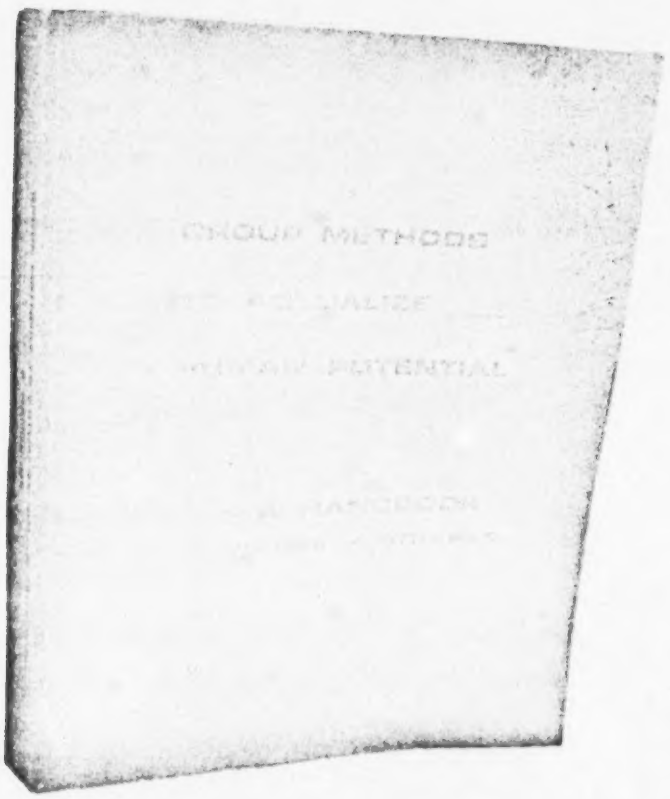
The University Bookstore
State University of New York
Buffalo, N.Y. 14214

or

Charles Scribner's Sons
597 Fifth Avenue
New York, N.Y. 10017

GROUP METHODS TO ACTUALIZE HUMAN POTENTIAL

This handbook for group leaders describes sixty-seven methods to develop human potential. The methods are organized into categories of sensory and non-verbal, micro-lab, dyad, triad, and family experiences. Though promarily for use with normal, well-functioning people, many of the methods may be used in therapeutic and clinical settings.



Sex Stereotype Removal

All of us have certain fixed ideas or attitudes about the opposite sex... These are called sex stereotypes. Sex stereotypes impede and block our communication and keep us from functioning as well as we could. The objective of this experience is to deal with these sex stereotypes so that a group will function more adequately in relation to its goals and objectives.

Fill out these forms. Write the first thing that comes to your mind. Don't put your name on the form.

Women are .... (for males)

Men are .... (for females)

All the "Men are ...." papers are to be read aloud by a woman and then all the "Women are ...." papers are to be read aloud by a man. Reactions are given by the group.

The Key Question is then asked,

> What effect does the male/female stereotype have on this group's functioning?"

More discussion. The group will then proceed with task-oriented matters.

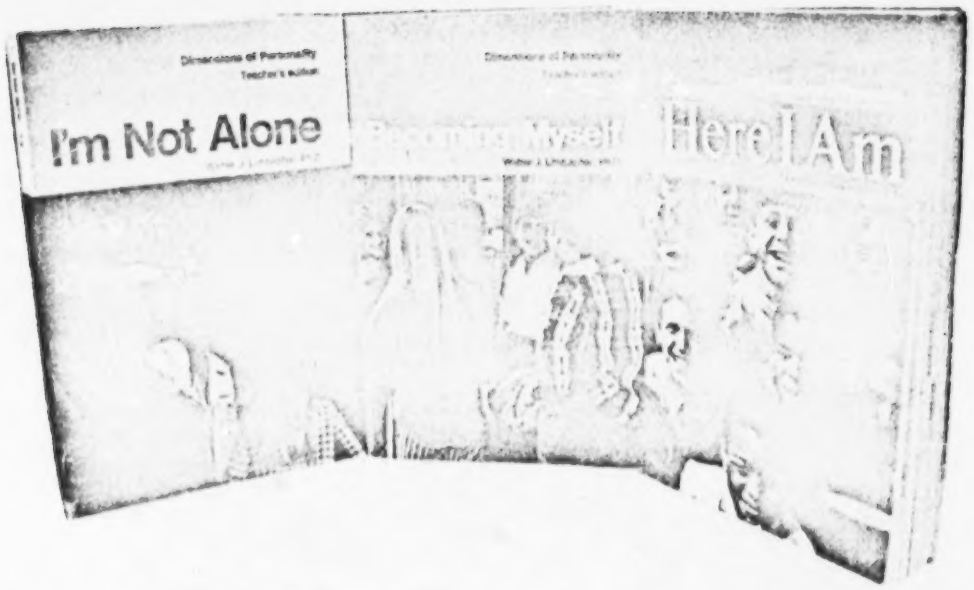
Group Methods To Actualize Human Potential
Herbert A. Otto, Ph. D.
1970, 429 pp.

from:

The Holistic Press
329 El Camino Drive
Beverly Hills, Ca. 90212

DIMENSIONS OF PERSONALITY SERIES

Participatory textbooks on human behavior for use with children. Includes class activities, group discussion points, and opinion questions. Objectives and activities for the stories are clearly defined.



Dimensions of Personality Series
Walter J. Limbacher, Ph. D.
1970, 181 pp.

from:

Geo. A. Pflaum
38 West Fifth Street
Dayton, Ohio 45402

Don't Push Too Fast

Sometimes parents ask too much of their children. They expect them to "mind" at the age of 18 months. They hope they'll read before they go to school. Usually the problem is that the parents' expectations come before the child is ready to perform in accord with them.

This activity asks the teacher to set up some tasks at which most children will be spectacularly unsuccessful. The tasks should be fun to try, yet impossible. The aim is that children experience a small measure of futility shared by everyone who looks at himself as a failure.

We have devised the following four tasks to be set up in various parts of the room:

1. Play a tune on this instrument.

2. Juggle the three balls.

3. Mark your initials above the line on the chalkboard. You may jump but not climb. (Mark line out of reach of students.)

4. Translate the verses that appear on the chalkboard. German poem.

* * * * *

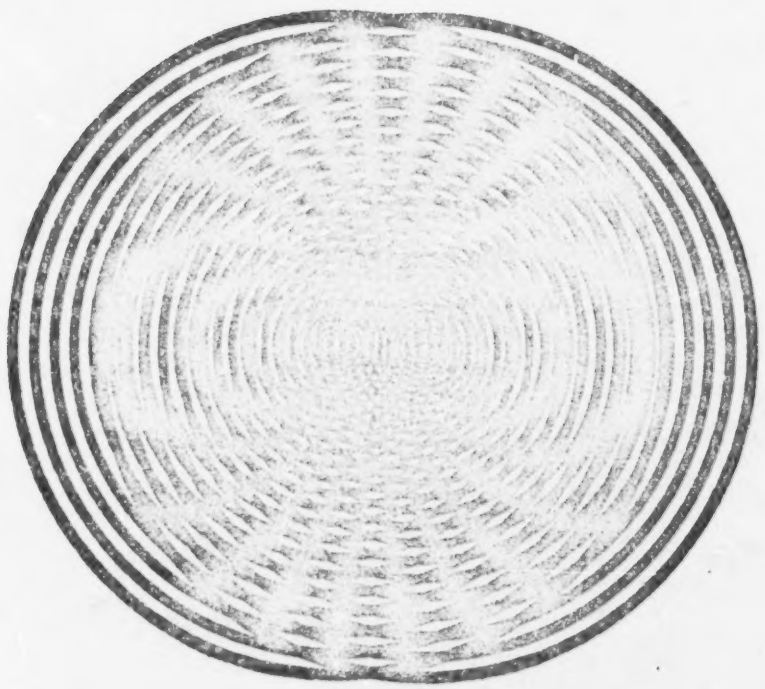
When the activities are over, you may want to make a few brief comments on them. Try to make your remarks relaxed, in keeping with the activity. You might ask such questions as:

1. Were you successful?

2. How did you feel about having four failures in a row?

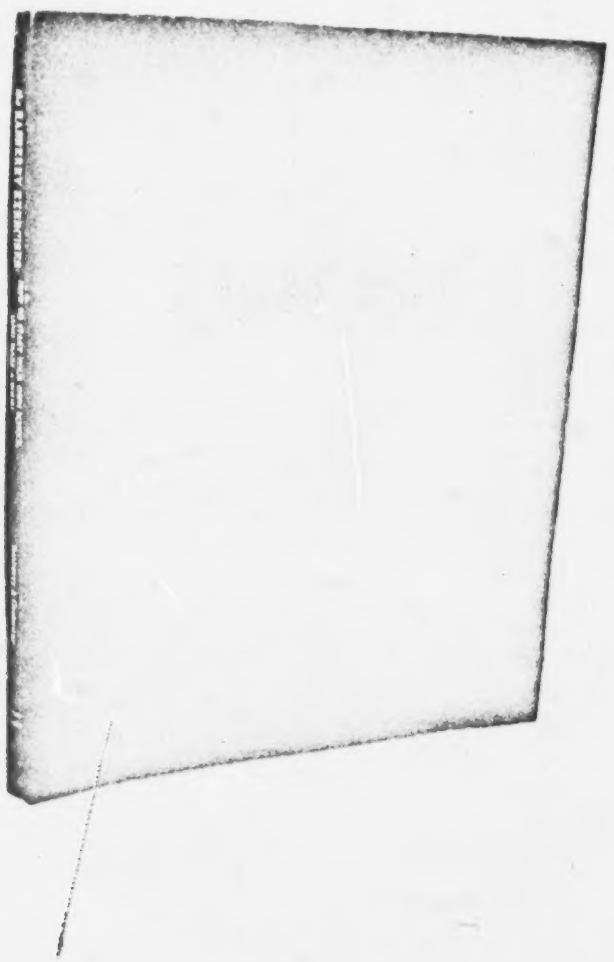
3. How would you feel about yourself if you were always asked to do something at which you coul not succeed?

	Content			Audience			
	THEORY	EXERCISES	CASE STUDIES	GENERAL PUBLIC	EDUCATOR	GROUP LEADER	ORGANIZ. CONSULTA
PETC, RUPS, Personal Communication	*	*				*	*
CAEA Organizational Reports	*	*	*			*	*
Manual of Intergroup Relations	*		*			*	*
Handbook of Staff Development	*	*	*			*	*
Rasberry	*	*	*	*	*	*	*



RASBERRY

"Far-out" book on free schools and public schools with open environments. Describes community learning venture conceived by children and adults in Freestone, California. Gives theory, techniques and advice for implementing a new school. Discusses political problems as well as social problems. Sprinkled throughout the book are quotes on education and descriptions of other free schools.



Rasberry
How to Start Your Own School
..... and Make a Book
Exercises
Salli Rasberry and Robert Greenway
1970, 125 pp.

from:

The Book People c/o
THE BOOKWORKS
2010 7th Street
Berkeley, California
94717

or
The Freestone Pub. Co.
440 Bohemian Highway
Freestone (Sebastopol)
California 95472

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